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ABSTRACT

A set of instructional materials for Mende is designed for Peace Corps volunteer language instruction and geared to the daily language needs of volunteers in Sierra Leone. It consists of two parts, a series of lessons on situations emphasizing vocabulary development through dialogues and drills, and a series of grammar lessons. Only the first eight dialogues contain English, and all are designed for the use of audio-lingual instructional methods. Dialogue topics include greetings and introductions, bargaining, giving and getting directions, begging, sickness, travel by truck, socializing, the tailor, dating, and proverbs. (MSE)

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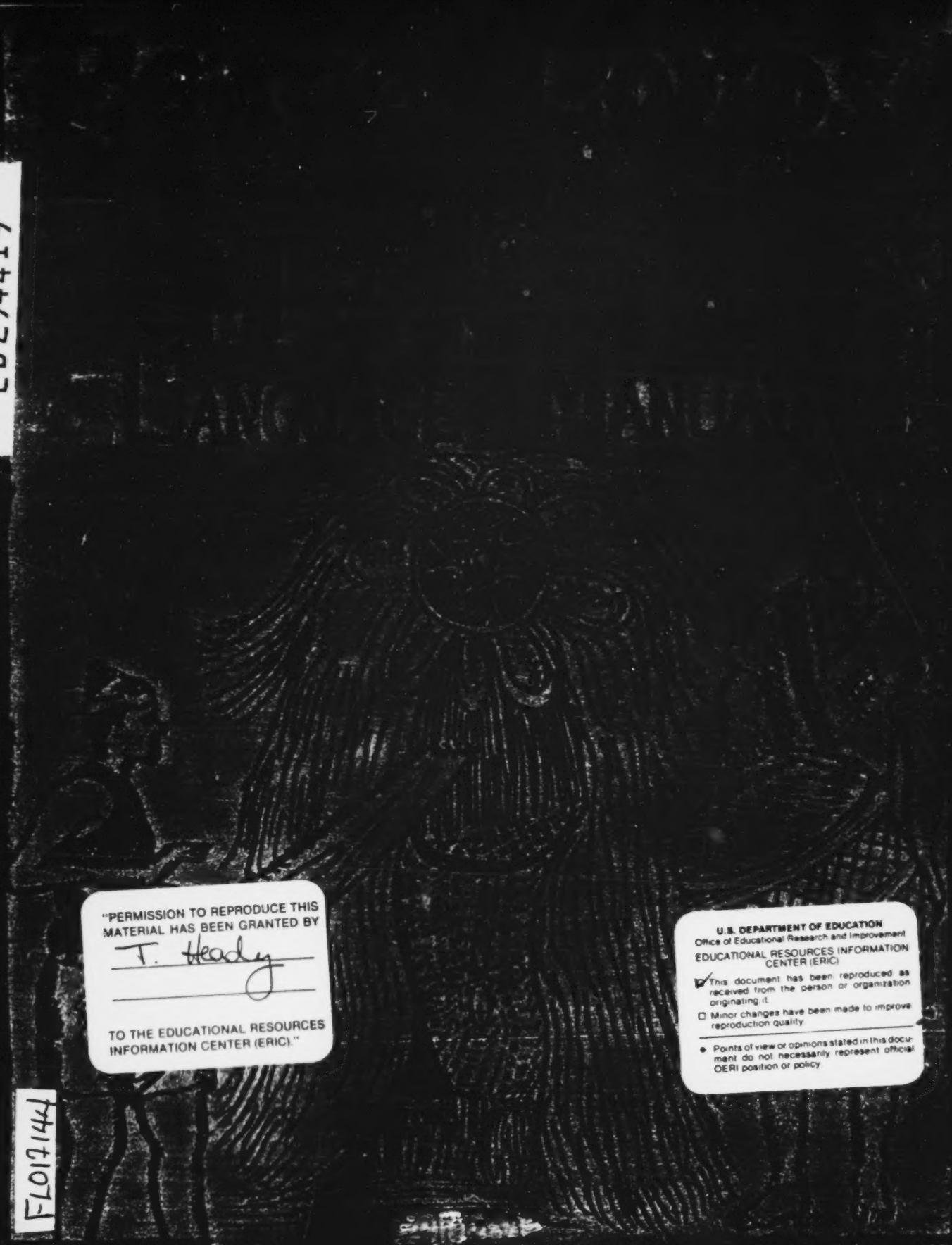

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MENDE LANGUAGE MANUAL

Revised Edition

Allieu V.V. Musa

Joe Pemagbi

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I N T R O D U C T I O N

This Mende Language Manual is written for the American Peace Corps in Sierra Leone. It is specifically designed for the Volunteers who need functional knowledge of the language within a relatively short time.

It has two parts. Part I is the result of many years of experience of Allieu Musa as a Language and Cross-Cultural Informant for the Peace Corps. The vocabulary and the sentences are based on concrete, everyday, practical settings; the dialogues are structured on situations in which the volunteer is bound to find himself during his service in Sierra Leone. A glance through this part will also reveal that it is based on the Audio Lingual approach to language teaching, whose tenet is that the learner rapidly acquires proficiency in the language through listening, speaking, reading and writing.

From lesson 8 onwards there are no English versions of the dialogues. It is assumed that the learner should have acquired enough vocabulary and grammatival structures to enable him cope with the dialogues.

The grammar guide in Part II is written in simple, direct language. Self-explanatory, descriptive terms and phrases are, naturally, preferred to technical jargons. It is hoped that both the volunteer and the language instructor will find this addition useful.

NOTE TO THE TEACHER

I. PRESENTATION OF DIALOGUE

(A) Teacher reads dialogue at normal speed
(B) Second reading using visual aids and gestures
(C) Repetition of dialogue sentence by sentence

II. EXPLANATION

(1) Dramatization (actions)
(2) Student participation
(3) Pointing to the object
(4) Gestures
(5) Opposite
(6) Visual Aids
(7) Always refer to the student real life
(8) No English (if possible)

III. Dictation or distribution of dialogue
VI. Second dramatization (entire dialogue)
V. Exercises (drills etc.)

B) SUBSTITUTION DRILL

1) Make a pattern sentence e.g. Ndiamo biwaa
2) Drill the pattern sentence through repetition
3) Set a pattern exercise by saying:

i. Your part while pointing at yourself.
ii. Trainee's part while pointing at him/her.

4) Then start the exercise thus:

Teacher's cue	Trainee's Response
Ndiamo	Ndiamo bil waa
Ngo	

C) TRANSFORMATION DRILL

1) Make a model sentence e.g. Nyaa lima Makiti hu

2) Set a pattern exercise by saying:

i. Your part while pointing at yourself.

ii. Trainee's part while pointing at him/her.

3) Then start the exercise thus:

Teacher	Trainee's
Nyaa lima Makiti hu	Ngii li ma Makiti hu
Nya li ma Bo	Ngii lima Bo lo

There are seven vowels in Mende (p. 67)

a - as a in English cattle
e - as a in English hay
ɛ - as e in English let
i - as ea in English meat
O -- as oa in English boat
o - as o in English moth
U - as U in English choose

CONSONANT CLUSTERS NOT FOUND IN ENGLISH (p.64)

Consonant				
nd	as	in	ndopo	child.
ng	"	"	ngɛngɛ	work.
nj	"	"	njai	water
mb	"	"	mbɛi	rice
gb	"	"	gbua	come out
kp	"	"	kpakpa	broom
ŋ as in (song)			ŋɔnii	bird

LESSON 1

Dialogue - Basic greetings

Jɛf ya vama ngi ndiamui Allieu ma.

Mende	English
Jɛf. Ndiamo bi waa (buaa)	Hi friend
Allieu: Mm, bi waa, bi siɛ	Hi
Jɛf. Gboo bi gaa hu?	How are you?
Allieu: Kayei ii Ngewo ma; o bia bɛɛ?	I am fine; and you?
Jɛf. Nya bɛɛ kayɛi ii Ngewo ma	I am fine too.
Allieu. Kɛ malo gboma	See you again
Jɛf: Eye malo hoe	O.K. we shall see/so long.

SUBSTITUTION DRILL

a) Single substitution drill

	Teacher's cue	Trainee's Response
1)	Ndiamo	Ndiamo bi waa
	Ngo	
	Ndake (Ndakpɛi)	
	Nyade	
	Maada	
	Mama	
	Kɛkɛ	
	Nyapoi	
	Yie	
	Kenya	
	Kinii	
	Mahɛi	
2)	Bi waa	Ndiamo bi waa

2) [illegible]) Ndiamo bi waa
Bia naa)
Bi luvaa)

DOUBLE SLOT SUBSTITUTION DRILL

a) Teacher's cue	Teacher's Response
Ndiamo	Ndiamo bi waa
Bia naa	Ndiamo bia naa
Maada	Maada bia naa
Bi luvaa	Maada bi luvaa
Ngo	Ngo bi luvaa

CYCLES

Instructions

1) Before this lesson, the teacher should make sure that he knows the names of the trainees in his class.

2) He should point to himself saying "Ya laa ------- - -

3) Drill the pattern "Nya laa - - - - - - - - "

4) Ask individual trainees - - - - 'Bi lɛi'?

5) Point to a trainee and say

'Bi laa - - - - - - - - (supply the name
Point to another trainee by him and say 'Ngi laa - - - -'

6) Teach the rest of the pronouns in similar manner (p. 84)

Mendɔ	English
A: Nya laa - - - -; o bia bɛɛ?	My name is - - - - -; What about yourself?
B: Bi lɛi?	What is your name?
A: Nya laa - - - - -	My name is - - - -
B: Bi biyɛi?	What is your name?
A: Nya biyɛi mia - - - -; o bia bɛɛ?	My name is - - - - - What about yourself?

1 These literally mean 'have you come?' 'are you there?' and 'did you spend the day well?' respectively.

B:	Bi gbua/gbia milo?	Where are you from?
A:	Ngi gbua/gbia - - - - -	I am from - - - -
B:	Mi gbe lo bi waa ndoɛ ji hu?	When did you come to Sierra Leone?
A:	Ngi wai ogosti hu lo	I came in August
B:	Gboo bi waa piema ndoɛi ji hu?	What have you come to do in Sierra Leone?
A:	Ngi waa yenge maa	I have come to work
B:	Gbɛ genge mia ba pie?	What is your job?
A:	Tisa yengei mia nga pie	I am a teacher
B:	Bi lima mi?	Where are you going?
A:	Ngi lima Bo lo	I am going to Bo
B:	Kɛta mia	O.K. See you
A:	Eye ma lo hoe	Well, so long

TEACHING EXERCISE PRONOUNS (p. 84)

Nya laa - - - - - -	(teacher's name)
Bi laa - - - - - - -	(name of trainee)
Ngi laa	(name of trainee)
Mu laa	(teacher & trainee)
Wu laa	(names of trainees)
Ti laa	(names of trainees)

USEFUL EXPRESSIONS

NOTE: The LCI should help the trainees to answer the questions.

1)	o bi Kɛkɛ?	Where is your father?
2)	Yo bi kɛkɛ le?	Who is your father?
3)	o bi bodɛinia?	Where is your family?
4)	Ngingei ye na?	How is the work?
5)	o bi nyahɛi?	Where is your wife?
6)	o bi hini?	Where is your husband?
7)	Gbɛ vaa na?	What is the news there?
8)	Nya ha ii nya yeya	I don't have a wife

SUBSTITUTION DRILL

	Teacher's cue	Trainee's Response
1)	Amɛika	Ngi gbuaa Amɛika lo
	Jamani	
	Kabala	
	Daru	
	Makeni	
	Kenema	
	Bo	
	Telu	
	Njala	
	Pritaun	
	Koribundo	
2)	tɛi hu	Ngi lima (Ngilima) tɛi hu lo.
	sukui hu	
	makiti hu	
	njopema hu	
	pɛɛ la	
	pan hu	
	kpetei hu	
	ɔpitui hu	
	Ni	Bi gbua Amɛika lo
	Ngi	
	Lu	
	Yi	
	Wi	

REVISION EXERCISE

(Parcel of normal greetings).

Instruction

1) The LCI should allow the class to exchange basic greetings.

A:	Ndiamo bi waa	B:	Mm, bi waa, bi siɛ
A:	Gboo bi ganhu?	B:	Kayei Ngewo na; o bia bɛɛ?
A:	Nya bɛɛ kayei Ngewo na	B:	Bi lei?
A:	Nya laa - - - - -; o bia bɛɛ?	B:	Nya laa - - - - - -
A:	Bi gbuaa wilo?	B:	Ngi gbuaa Amɛika lo.
A:	Gbɛ vaa na?	B:	Ye nyaaa ii na/kayei Ngewo na
A:	o bi bondɛisia?	B:	Tia Amɛika; o bia bɛɛ? (biɛ)
A:	Tia Bo		
A:	Gboo bi wa piema bei?	B:	Ngi yaa yenge maa mbei
A:	Gbɛ yenge mia ba pie?	B:	Tie yenge mia nga pie
A:	Kɛ ta mia	B:	Aye, malo hɔe

Vocabulary Exercises using 'gboo a ji' and 'gboo a na' questions.

Instructions (1)

1) Introduce the vocabulary items by holding the actual objects infront of the class.

2) Repeat the name of the object three times and have the trainees repeat after you.

3) Drill the pattern "pɛn lo a ji"

4) Substitute for 'pɛn' other items.

5) Hold an item in hand and ask a trainee 'gboo a ji?' and have the trainee respond "pɛn lo a ji."

6) Have other trainees substitute for 'pɛn?.'

7) Drill the pattern 'gboo a ji?'

8) Let trainees ask each other.

Trainee A: Gboo a ji?
Trainee B. Bukui lo a ji

Instruction (2)

1) Put the object on the table and move a little away from the table.

2) Point to the object on the table saying 'Bukui mia a na'

3) Follow 3 - 8 of instruction (1) above.

Vocabulary

pie	-	do/to do
gboo	-	what
konɛle	-	please
bi sɛi	-	thank (thank you)
mbodɛisia	-	families
maada	-	grandfather
kinii	-	old man
ngo	-	elderly brother/sister

Vocabulary

ndake (ndakpɛi)	-	male colleague
nyande	-	my dear (for both male & female)
mama	-	grandmother
kɛkɛ	-	father
yie	-	mother
kenya	-	uncle (mother's brother; not father's brother)
mahɛi	-	chief
ndolo (ndoo) mahɛi	-	paramount chief
nyapoi	-	woman/lady
hini	-	husband
ngeingei	-	work
ha	-	today

LESSON 2

Dialogue: Introducing a friend.

Jɛf ta ngi ndiamoi ɛdi ti ya vama Aliu ma. Jɛf lo ɛdi gɛma a Aliu.

	Mende	English
Jɛf:	Aliu bɨa naa	Hi Allieu
Aliu:	Mm, gboo bi gaahu?	Yes, how are you?
Jɛf:	Kayei ii Ngewo ma; Ndake nya ndiamoi lo, ngi laa ɛdi	I am fine. This is my friend, his name is Eddie
Aliu:	ɛdi buaa, nyagohu neengo bi laa va	Hi Eddie, I'm glad to see you.
ɛdi:	Nya bɛɛ nya gohu neengo bi mɛi va	I am also glad to meet you
Aliu:	Mimia ba yenge na?	Where do you work?
ɛdi:	Telu mia	Telu
Aliu:	Mɨgbɛ bi waa ndoɛ ji hu?	When did you come to this country?
ɛdi:	Foi na hu mia ngi wai	I cam last year
Aliu:	Bi gohu neengo yeva ndoɛ j ji hu?	Are you happy to be in this country?
ɛdi:	Mm, nya longo wa a Salon	Yes, I like Sierra Leone very much.
Aliu:	Kɛ malo gboma	See you again
ɛdi:	Eye	O.K.

'Bianaa' -- literally means' are you there?

SUBSTITUTION DRILL

Teacher's cue	Trainee's Response
ndiamo	ndake nya ndiamoi lo
nje	
ndei	
kɛkɛ	
kenya	
ngo	
nde waa	
maada	
ndee	

Teacher's cue	Trainee's Response
Bi	Bi gohu nɛɛgo yɛva ndo lɛi ji hu?
Mu	
Ngi	
Mu	
Wu	
Jon	
Jɛf	
salon	Nya longo wa a Salon
mbei	
bredi	
botɛi	
niki	
tawɛi	
sigaati	
yabasi	
saloi	
lumbee	
mangoi	
pujɛi	
nɛɛsi	
Bi	Nya gohu nɛɛngo wa bi lo va
Ngi	
Ti	
Wu	
Joe	
ɛdi	
Yema	

USEFUL EXPRESSIONS

	Mende	English
1)	Ngii koo	I don't know
2)	Ngii koo; ta ye toi Mɛde yie hu?	I don't know; how do they call it in Mende?
3)	Bi loi (ni) bi fe?	You don't want to give?
4)	Bi loi bi pie?	You don't want to do it?
5)	Baa gulo bi nya gulɛi wa	Will you be able to lunder my clothes?
6)	Konɛle baa nya vawei	Please don't disturb me.
7)	Nde gboma lɛɛ	Say it again slowly.
8)	Ngi humɛi (ni)	I did not hear it.

TEACHER/TRAINEES EXERCISE

Instructions:

1) Teacher goes over the question 'gbɔ a ji' (p. 94)

2) Teacher drills 'Ngii kɔɔ. Ta ye tɔi Mɛnde yie hu?'

3) Teacher then allows the trainees to practice the pattern:

Trainee A: Gbɔ a ji?

Trainee B: Ngii kɔɔ, ta ye tɔi?
Mɛnde yie/Ɓɛman yie/Fuu yie hu?

ALTERNATIVE EXPRESSIONS

A) 1) Gbɔɔ bi ɣaaha? — How are you?
2) Gbɛ va bi ɣɛ lɔɔ? — How are you?
3) Gbɔɔ kaahui? — How are you?
4) Kaahui ye na? — How are you?
5) ɔ kaahui? — How are you?

B) 1) Kaye ii ngɛɛ mɛ — I am well
2) Nya ɣaaha gbɛangɛ — I am well
3) Ye nya mu ii na — I am well
4) Nyaa ndɔndɔma — I am well

PRONUNCIATION AND VOCABULARY PRACTICE (p. 71)

Instructions:

1) Teach the pronunciation and intonation using repetition drill

2) Teach the vocabulary by using visual objects where possible or by giving English equivalents.

3) Use the vocabulary items in short sentences.

1) kɔɔ – know/to know
2) kɔpoi – money
3) navoi – money
4) pujɛi – pepper
5) mbɔi – rice
6) jowoi – potato
7) sibaa – onion
8) yabasi – onion
9) lumbee – orange
10) magoi – mango
11) sɛlɛi – banana
12) ndɔɔmɔi – ground/floor

13) kulɛi - cloth
14) bredi - bread
15) mbowɛi - knife
16) tagɛi - cassava
17) kpoloi - salt
18) botɛi - butter
19) hui - meat
20) kopui - cup
21) nyini - rat/breast
22) kpadingo - it is hot
23) kulo - small
24) kulo-kulo - too small, little
25) pɛnsui - pencil
26) pudii - mosquito
27) mɛhɛɛ - food
28) ŋonii - bird
29) kowɛi - shoes
30) ndomɛi - shirt
31) sohui - shovel
32) kali - hoe
33) mbogbɛi - cutlass
34) koni - axe
35) kpetei - swamp
36) patɛi - swamp soil, mud
37) tokpoi - palm tree
38) tuloi - kola nut

Look for negative pronouns on page - - - - -

LESSON 3

Dialogue: Bargaining

Jɛf ya tɛihu koo i jaa gulɛi yeya. Ta Momo lo yɛpɛma kulɛi va:

Jɛf:	Ndiamo bia naa	Hi friend
Momo:	Mm, bia naa	Hi
Jɛf:	Kaahui ye na?	How are you?
Momo:	Alihamidulilahi, kayei Mahima	I'm fine, thank God
Jɛf:	Ndiamo nya longo a jaa gulɛi, gbɛjongo mia	Friend, I would like to get the gara material; how much?
Momo:	Pon fele mia lapa yila va	Four Leones for one lapa
Jɛf:	Baa gbangowa, konɛle, ngi pon yila siŋ puu ve	It is very expensive, please let me pay three leones.
Momo:	ɔ-ɔ, Ngɛɛ na wumbu, siŋ yila lama	No, I will not take that; add ten cents to it.
Jɛf:	- Ndiamo, Pon yila siŋ puu mia lekee nya yeye	Friend, it is only three leones that I have.
Momo:	Kɛ wa la	O.K., bring it.
Jɛf:	Tagbe, malo gboma	Here is the money; see you again.
Momo:	Eye, malo hoe	O.K. See you.

SUBSTITUTION DRILL

Teacher's Cue	Trainee's Response
njaa gulɛi	Nya longo a <u>njaa gulɛi</u>
sɛlɛi	
pujɛi	
sugɛi	
kowɛi	
ndomɛi	
Yema	
Boi	
hui	
wasi	
redui	
sɛlɛi	gbɛjongo mia a <u>sɛlɛi</u>?
lumbee	
nyɛi	
mbɛi	
bondɛi	
yabasi	
bukui	
pɛnsui	
pɛn	
rulɛi	
tawɛi	

SUBJECT PRONOUNS (p. 84)

Present Progressive Tense

a) Positive.

Instructions:

1) In teaching this tense, e.g. 'Nyaa lima' the teacher should be in the process of going when he says 'Nyaa lima'.

2) Teacher does the same thing with the other verbs.

Nyaa lima	-	I am going
Biaa lima	-	You are going
Taa lima	-	He is going
Muaa lima	-	We are going
Wuaa lima		You (pl.) are going
Tiaa lima		They are going

TEACHING EXERCISE

Instructions:

1) Teacher introduces the verbs by letting the students act them out (Teacher commands the trainees through gestures)

2) Drill each word (verb).

3) Now teach without gestures; say the verb and ask the trainees to act them out.

4) Have a trainee to command the others one at a time.

hije	wɲɛ
hei	mɛ
wa	la
loo	nyɛi
li	mua
yama	ngila
yii	tɛ̃we
kpaji	jõmbo
yɛpɛ	mo
ndawo	windɛ
kpowu	ve
mbumbu	fombo
pote	yɛɛ (yɛlɛ)
woo	nyuma
loli	

TEACHER/TRAINEES EXERCISE

Instructions:

1) Teacher revises the present progressive tense by saying the verbs and asking the trainees to act them and say the pattern 'Nyaa lima'.

2) Teacher asks one trainee to get up (Hije). When he is getting up the teacher asks 'gboo bi pie ma'?

3) Drill the pattern 'gboo bi piema?'

4) Introduce such words as 'Pɛɛ lawo', Bukui gaa', Kolɛi nyɛi', etc. by doing the actions saying e.g. 'Nyaa pɛɛ lawoma', 'Nyaa hijema'.

5) While doing the actions, have the trainees ask you 'gboo bi piema'?

6) Let the trainees practice among themselves:

Trainee A: is doing the action (Kpaji)

Trainee B: gboo bi piema?

Trainee A: nyaa kpajema

SUBSTITUTION DRILL

Teacher's Cue	Trainee's Response
li	Nya lima
hiye	
wa	
mɛ	
yii	
yɛpɛ	
wɛɛ	
yama	
la	
mbumbu	
wote	
ndawo	
kpowu	
kpoi	

REFLECTIVE PRONOUNS (p.93)

Instructions

Teacher uses gestures to indicate the person referring to.

Nya	bɛɛ	Myself
Bia	bɛɛ	Yourself
Ta	bɛɛ	Himself/herself
Mua	bɛɛ	Ourselves
Wua	bɛɛ	Yourselves
Tia	bɛɛ	Themselves

SUBSTITUTION DRILL

Teacher's Cue	Trainee's Response
Nya bɛɛ	Nya bee kayei Ngewoma
Ta bɛɛ	
Mua bɛɛ	
Tia bɛɛ	
Bia bɛɛ	

PRESENT PROGRESSIVE TENSE (p.98)

B: Negative:

Ngii	Mui
Bii	Wui
Ii	Tii

e.g. Ngii lima sukui hu - I am not going to school.

TRANSFORMATION DRILL (p. 107)

	Teacher	Trainee(s)
1)	Muaa lima	Mui lima
	Wua yiima	Wui yiima
	Biaa yenge ma	Bi yengema
	Taa wama	Ii wama
	Wuaa yɛpɛma	Wui yɛpɛma
	Taa njɛi kpoima	Ii njai kpoima
	Tiaa lima sukui hu	Tii lima sukui hu
2)	Biaa lima?	o-o, Ngii lima
	Tiaa wama?	o-o, Tii wama
	Nyaa yii ma?	o-o, Bii yii ma
	Wuaa yɛpɛma?	o-o, Wui yepɛma

NOTE: "o-o, Ngii" - in Mende, the use of double negative is acceptable when giving an answer to a positive question.

The use of "Longo + noun" and 'Longo + la'

e.g. 1) Nya longo a mbɛi - I want/like rice
2) Nya longo a sɛlɛi - I want banana
3) Nya longo la - I like it.

QUESTION/ANSWER DRILL

A:	Bi longo a mbɛi	B:	Mm, nya longo la.
A:	Gboo bi longo la?	B:	Nya longo a mbɛi.
A:	Gboo bi longo bi pie?	B:	Nya longo ngi mua.
A:	Bi mia bi lima na?	B:	Ngi lima Bo lo.
A:	Gboo bi lim pie ma Bo?	B:	Ngi lima (ngiima) kowɛi lo yeyama.

ANOTHER FORM OF PRESENT PROGRESSIVE TENSE

Ngi lima Bo lo	I'm going to Bo
Bi lima Bo lo	You are going to Bo
I lima Bo lo	He/She is going to Bo
Mu lima Bo lo	We are going to Bo
Wu lima Bo lo	You (pl.) are going to Bo
Ti lima Bo lo	They are going to Bo

NOTE: 'Ngiima' is the contracted form of 'Ngi lima'.

1. It is difficult for some one who is just learning to speak Mende for the first time to know which present progressive tense he/she has to use under different situations. However, questions may help to indicate the type of progressive tense to be used. e.g.

1)	gboo bi piema	'nyaa yiima
2)	bi lima mi lo?	ngi lima Bo lo
3)	bii ma Bo lo?	mm, ngiima Bo lo

3. However, in all the progressive tense -ma' is added to the end of the verbs to indicate the progressive tense.

SUBSTITUTION DRILL

Teacher's Cue	Trainee's Response
mɛhɛɛ	Ngi lima mɛhɛɛ lo yeyama
kowɛi	
bolɛi	
ndomɛi	
kanii	
nikii	
kulɛi	
tebilɛi	
yabasi	
kowɛi	
bredi	Nya longo a bredi
nyapoi	
hapɛi	
sakii	
joolaa	
aginɛsi	

ALTERNATIVE EXPRESSIONS

I lima mi?	Where are you going?
Bi lima mi lo?	Where are you going?
Bai mi?	Where are you going?
Bi yo lima?	Where are you going?
B) Ngi lima Bo lo	I am going to Bo
Ngai Bo lo	I am going to Bo

SOME MORE USEFUL EXPRESSIONS ON BARGAINING

1) Konɛlo fe mbɛ woita sin yila va.	Please give me six for ten cents.
2) o-o, bi va mbumbu loolu sin yila va	No, Nor you, take five for ten cents
3) Gbɛjongo mia a sɛlɛi	How much is the banana?
4) Nyando, bagbango, wai pon yila hou	It; is expensive, accept two leones.
5) o-o, bɛ majo pon yila va	No, you won't get it for two leones.
5) Kɛ pon yila vo	Will pay two leones.
7) Pon yila sin puu mia lapa yila va, kɛ manɛnɛ lo ma	It is three leones per lappa but I will reduce the price
8) Gbɛjongo mia bi longo bi fe?	How much do you want to pay?

INDEPENDENT EXERCISE FOR TRAINEES

Transform the following affirmative to Negative.

1) Nyaa lima sukui hu
2) Taa yengema
3) Maiki lo mbɛi mɛma
4) Jɛf lo njai kpoima
5) Alim lo jesiama
6) Muaa heima
7) Tiaa ndoi gboima

Vocabulary:

jesia	-	walk
kpoi	-	drink/to drink
gbɛjongo	-	how much
bagbongo	-	expensive
tagbe	-	here it is
gbɔma	-	again

LESSON 4

Dialogue: How to get to Bo

Jɛf longo i li Bo. Taa Aliu molima Bo motuisia va.

Mende	English
Jɛf: Aliu bia naa	Hi Allieu
Aliu: Mm, bi waa, kaahui ye na?	Yes, how are you?
Jɛf: Ye nyamu ii na, o bia bɛɛ?	I am fine and you?
Aliu: Nya bɛɛ nya gaahu gbuango	I am fine too;
Jɛf: Mi mia Bo motuisia ta loo na?	Where do the Bo lorries usually park?
Aliu: Tia gbe mia do	Look at them over there.
Jɛf: Bi siɛ hoo	Thanks very much
Aliu: Eyo	O.K.

SUBSTITUTION DRILL

	Teacher's Cue	Trainee's Response
1.	Bo:	Mi mia Bo motuisia ta loo na?
	Kenema	
	Njala	
	Freitaun	
	Makeni	
	Kabala	
	Pujehun	
	Sumbuya	
	Koribundo	
	Jimmi	
	Nya bɛɛ	Nya bɛɛ nya gaahu gbuango
	Bia bɛɛ	
	Ta bɛɛ	
	Tia bɛɛ	
	Mua bɛɛ	
	Wua bɛɛ	

USEFUL EXPRESSIONS

1:	o bi hondei	Where is your honde?
2.	Tagbe mia do	Look at it over there
3.	o ndopoisia?	Where are the children?
4:	Tiaa sukui hu	They are in the school
5.	Ngii koo; ngi moli	I don't know; ask him
6.	o bi nyapoi?	Where is your girl friend?
7:	Yo bi nyapoi le?	Who is your girl friend?

QUESTION/ANSWER DRILL

	Teacher	Trainee
1.	o bi bagi?	Tagbe mia do
	o bi ndee?	Taa mia do
2.	o pɛnsui?	Taa klasi hu.
	o Mari?	Taa sukui hu.
3.	o ndopoisia?	Tiaa sukui hu
	o hingɛisia	Tiaa kpetei hu
	o bi kɛkɛ?	Taa Amaika
	o bi nje?	Taa Kabala
	o ngi wɛɛ?	Taa mia do
	o nya pɛn?	Taa pɛɛ bu

REVISION EXERCISE

NOTE: Learner-learner participation should be encouraged, because they are the ones who need to master the language and not the LCI. The LCI should only set the pattern and allow students to ask him or other students the questions.

	Teacher	Trainee
1)	Migbe bi waa mbei?	Ha mia ngi waa
2)	Migbe ɛdi a yama?	Sina mia
3)	o bi kɛkɛ?	Nya kɛkɛ lo Amaika
4)	o bi nyapoi?	Taa Amaika
5)	Ngi lɛi?	Ngi laa Magɛrɛti
6)	o misa Jon?	Taa sukui hu

SOME POSTPOSITIONS (p.105)

1) 'ma' 'on'

e.g. Pɛn lo tebui ma - The pen is on the table

2) 'hu' - inside/in e.g. Njɛi lo kopui hu - The water is in the cup.

3) bu - under. e.g. bukui lo tebui bu.

4) poma - behind e.g. lo poma - Stand behind

5) gblanga - near. e.g. pɛn lo bukui gblanga - The pen is near the book

Vocabulary

miado	-	over there
mia	-	there
mbeindo	-	over here
mbei	-	here
nyamu	-	bad/ugly
loo		stand

LESSON 5

Dialogue: Back from Bo

Jɛf gbuaa Bo in waa. Jɛf Aliu mɛnga Baa la. Aliu lo yɛpɛma ngi gaama.

Mende	English
Aliu: Ndakpɛi bi waa	Hi!
Jɛf: Mm, ndake bi siɛ	Hi.
Aliu: Bi gbuaa mi lo?	Where are you from?
Jɛf: Ngi gbuaa Bo lo	I am from Bo
Aliu: Gbɛ vaa na?	How is the news there?
Jɛf: Ye nyamu ii na	It is not bad/it is fine there is no bad news there
Aliu: o nya yoyoi?	Where is my gift? (What did you bring for me?)
Jɛf: o nya gulo kpatɛi?	What did you keep for me?
Aliu: Bi nya yoyoi vengaa, nga bi gulokpatɛi ve lo	If you give me what you brought for me, I will give you what I kept for you.
Jɛf: o-o, ndakpɛi, hile a yɛna	No friend, that is not the usual way.
Aliu: Kɛ ngi ya lɛ	Well I'm leaving (I have gone)
Jɛf: Eye, ma lo hoe	O.K. see you.

SUBSTITUTION DRILL

Teacher's Cue	Trainee's Response
mbɛi	o nya mbɛi?
gulokpatɛi	
yoyoi	
pɛnsui	
hewui	
mbowɛi	
tebilɛi	
nyapoi	
kopoi	
havoe	
lomɛi	
sobui	
gali	

GRAMMAR

FUTURE TENSE

a) Positive:

Nga	I will
Ba	You will
À	He/She will
Ma	We will
Wa	You (pl) will
Ta	They will

e.g. Nga lilo (Ngailo - contracted form of Nga lilo - I will go.

NOTE: Future can also be used for present habitual - e.g. Nga li lo - I (usually) go.

b) Negative (p.10)

Nga li	I will not go
Bɛ	You will not
ɛ	He/She will not
Muɛ	We will not
Tɛ	They will not
Wuɛ	You (pl) will not

TRANSFORMATION DRILL

Teacher	Trainee's Response
Nga lilo sina	Ngɛ li sina
À walo sina	ɛ wa sina
Ma walo ha	Muɛ wa ha
Ba yiilo ha	Bɛ yii ha
Ta yamalo sina yekei	Tɛ yama sina yekei

USEFUL EXPRESSIONS

1) Nya longo la	I want it/Ilike it
2) Bi longo la?	Do you like it
3) Nya longo a Ngie	I like him/her
4) Nya longo ngi li	I want to go
5) Konɛle hije	Please get up
6) Wa mbei	Come here
7) Ngi lima lama	I am going to sleep/bed
8) Wa bi hei	Come and sit down
9) Ta wa ha	They will come today
10) Ta lima	He is leaving/going
11) Gboo bi longo hi yi?	What do you want to do?

TEACHING EXERCISE

Instructions:

1) Teacher goes over the sentence 'Nya longo a sɛlɛi' and substitutes the name of a person for 'sɛlɛi' e.g. Nya longo a Joe.

2) Introduce the pattern 'Nya longo a ngie' (p. 90)

3) Drill this pattern and run through the other object pronouns by means of substitutions:

Teacher's Cue	Trainee's Response
Ngie	Nya longo a ngie
Bie	
Mue	
Wue	
Tie	
A nge	Ngi longo a nge
tisa	

SUBSTITUTION DRILL

Teacher's Cue	Trainee's Response
li	Nya longo ngi li
lei	
wa	
la	
mɛ	
yii	
lɛvu	
lowu	
yɛpɛ	
yama	
hije	
loo	
woo	
wundɛ/windɛ	

TRANSFORMATION DRILL

Teacher	Trainee
1) Nya lima	Nya longo ngi li
Taa wa ma	Ngi longo i wa
Tiaa yiima	Ti longo ti yii
Muaa bukui yeyama	Mu longo mu bukui yeya
Wuaa yɛpɛma	Wu longo wu yɛpɛ

	Teacher	Trainee
2)	Gboo bi longo bi pie?	Bi longo bi li?
	Gboo ngi longo i pie?	Ngi longo i li?
	Gboo wu longo wu pie?	Wu longo wu li?
3)	Fatu longo ngi li	Gboo Fatu longo ngi pie?
	Fatu longo ti wa	Gboo Fatu longo ti pie?
	Fatu longo mu hei	Gboo Fatu longo mu pie?
	Fatu longo i wa	Gboo Fatu longo i pie?
	Fatu longo wu mɛ	Gboo Fatu longo wu pie?

Vocabulary

konɛle	Please
njoyoi	Present/Gift (the one sent for or brought for a friend from a place of visit).
va	News
nyamu	Bad/Ugly

NOTE: Teacher points out the difference in tone between the question & statement 'Bi longo bi li' to trainees.

LESSON 6

Dialogue: How to get to the Peace Corps Office

Jɛf longo i li Piskop Ofisi hu. Taa Aliu molima koo i pilei gɛ a ngie.

Mende	English
Jɛf: Aliu bia naa	Hi Allieu
Aliu: Mm, buna bi siɛ	Hi
Jɛf: Ndake ba pee ngɛ lo a nge lima Pis Koo Ofisi hu?	Friend, will youshow me the road to the Peace Corps Office?
Aliu: Mm, li yakpe a pii ji Bi fonga pee lagbaamɛi na, bi li a bi ngowɛi. Li yakpe a yɛpiena ba Pis Koo Ofisi loo bi ngowo hu.	Yes, go straight with this road when you arrive at that junction go with your left. Go straight with that road you will see the Peace Corps Office on your left.
Jɛf: Bi siɛ how	Thanks very much
Aliu: Eye	O.K.

SUBSTITUTION DRILL

Teacher's Cue	Trainee's Response
Jɛf	Jɛf longo i li Pis Koo Ofis.
Ti	
Bi	
Nya	
Joe kɛ Jon	
Mattru	Jɛf longo i li Mattru
Tɛ hu	
Makiti hu	
Jopowa hu	
Friitaun	
Moyamba	
Aimaika	
Makali	
Pɛɛla	
Lumui hu	
pee	Ba pee gɛlo a nge
mahɛi	
humamoi	
ta mahɛi	
bukui	

USEFUL EXPRESSIONS

1)	Malo gbɔma saange	See you again soon
2)	Mu kpoko hoe	Good night
3)	Nyaa wama saange	I am coming just now (I will be back soon).
4)	Bi foa Amaika?	Have you been to America?

THE USES OF "Gbi" (p)

a) For emphasis. e.g.

1)	Nyaha ii nya yeya	I don't have a wife.
2)	Nyaha gbi ii nya yeya	I don't have a wife at all.
3)	Hai (Hani) ii na	There is nothing
4)	Hai gbi ii na	There is nothing at all
5)	Ngɛ pie gbi	I will not do it at all

b) 'Gbi' meaning 'all'

e.g.

1)	Wa a gbi	Bring all of them.
2)	Wu gbi a wa	All of you come.
3)	A gbi mɛ lo	He will eat all.
4)	Gbi ya na	That is not all.

SUBSTITUTION DRILL

Teacher's Cue	Trainee's Response
nyaha	Nyaha gbi ii nya yeya
nyapo	
ndakpou	
hini	
kɔpo	
navoo	
halo	
mɛhɛɛ	
signati	
pɛnsui	
pɛn	
kula	
niki	
sobui	

SIMPLE PAST TENSE (p. 99)

a) Positive:

Ngi liilo	I went
Bi liilo	You went
I liilo	He/She/It went
Mu liilo	We went
Wu liilo	You went
Ti liilo	They went

b) Negative: Same as present progressive negative (p 12 - - - - -) e.g. Ngii lii (lini)

VOCABULARY EXERCISE

Instructions:

1) Introduce vocabulary: Ha, gbue, gbengi, sina, gɛ, gbueyekei, gbengeyekei, huki na hu, sonde na ma, foi na hu. etc.

2) Use the day on which the lesson is taught to introduce e.g. If on Monday, say Monde ha.

3) Introduce the other words in a similar way e.g. Sonde, gbue yekei Satide. etc

SUBSTITUTION DRILL

	Teacher's Cue	Trainee's Response
1	mɛ wa yii la lo wimɛ windɛ	Ngi mɛilo
2	mɛ yii yenge ndawo wimɛ	Ngi mɛilo gbue
3	wa mɛ yama koi wimɛ	i wailo gɛ
4	gbue gbengi yekei gbue yekei gɛ huki na hu foi na hu sonde na ma	Ti wailo gbue

TRANSFORMATION DRILL

	Teacher	Trainee(s)
1:	Nyaa lima Bo	Ngi liilo Bo
2:	Taa yiima	i yiilo
3:	Muaa yama ma	Mu yamɛi lo
4:	Biaa wimɛma	Bi wimɛilo
5:	Wuaa heima	Mu heilo
1:	Nga lilo Bo sina	Ngi liilo Bo gbue
2.	Ba mɛlo ha	Bi mɛilo gbenge
3:	A yamalo sina	i yamɛilo gbue
4.	Ma waa sina yekei	Mu wailo gbenge yekei
5:	Wa yɛpɛlo sina	Wu yɛpɛi lo gbue
1.	Ngi liilo Kɛnɛma gbue	Ngii lii Kɛnɛma gbue
2.	Bi mɛilo gbue	Bii mɛi gbue
3.	I yiilo ha	Ii yii ha
4.	Wu yamɛilo	Wui yamɛi
5:	Ti wailo	Tii wai
1.	Nga lilo sina	Ngɛ li sina
2.	Ma mɛlo ha	Mue mɛha
3.	Ba yamalo sina	Bɛ yama sina
4.	A yiilo ha	ɛ yii ha
5:	Wa yengei lo Sonde ma	Wuɛ yenge Sonde ma
6.	Ta mɛlo sina	Tɛ mɛ sina

INDEFINITE AND DEFINITE (p.75)

Forms of nouns

NOTE: In Mende the definite form of words is usually produce by suffixing -i to the base form. The addition of 'i' changes the vowel ending of the word.

1) Words ending with 'a' usually change their ending to 'ɛi' e.g.

Indefinite	Definite
mbogba	mbogbɛi
kula	kulɛi
ndoɔma	ndoɔmɛi
hokpa	hokpɛi
haka	hakɛi
kpangba	kpangbɛi

2) Irregular words
They form their definite by adding another 'a' to their ending e.g.

Indefinite	Definite
ndola	ndolaa
kaŋa	kaŋaa

3) After l, n, nd, t, y, & w:

a) The 'o' is usually replaced by 'i'
b) The 'u' is usually replaced by 'ii'
c) The 'o' is usually replaced by 'ii'

Indefinite	Definite
kolo	kolɛi
kolu	kolii
ngulu	ngulii
kowu	kowii
kpolo	kpolii

REVISION EXERCISE

A: Bi lɛi — Nya laa - - - - - - - - -
Bi biyɛi? — Nya bi yei mia - - - -
Ngi biyɛi? — Ngi laa - - - - - - -

B: Bi gbuaa mi lo — Ngi gbua - - - lo, o bia bɛɛ?
Nya bɛɛ ngi gbuaa - - lo.

C: Gboo a ji? — - - - - - - - - - a ji -
Gboo a na? — - - - - - - - - - a na

D: Gboo bi piema? — Nyaa - - - - - - -ma
Gboo ti piema? — Tiaa - - - - - - ma.

E: o bi hondei? — Taa mia do
o nya pɛn? — Taa mbei

F: Mi mia bi gbaa na? — Taa kpetei na woma
o bi da kpetei? — Ta mia a yena mia do

Vocabulary

halei	medicine
lumui	room
moli	ask/to ask
ko-o	in order
peelag	junction
bamɛi	
ngowoi	left hand
saange	soon (just now)

LESSON 7

Dialogue: Begging

Jɛf ya jesiama tɛi hu. I fɛlimoi mɛinga titii ma. Fɛlimoi lo Jɛf vɛlima.

Fɛiimoi:	Pumui buaa	Hi white man
Jɛf:	Mm, kini buaa bi sɛi	Hi old man
Fɛimoi:	Nya ndiamo mia a bie, hoe hoe?	Would you please be my friend?
Jɛf:	Eye	O.K.
Fɛimoi:	Ndiamo konɛle nya go a siŋ yila	Please friend give me ten cents
Jɛf:	Ba ye pie a siŋ yila?	What will you do with the ten cents?
Fɛimoi:	Nya longo ngi breedi yeya	I want to buy bread
Jɛf:	Kini kopo gbii na	Old man, there is no money at all.
Fɛimoi:	Ndɛɛ mia, taa na, bii loi (loni) bi fe	It is a lie, it is there, you just don't want to give.
Jɛf:	Ndɛɛ ya na, to nya va, kopo gbii nya yeya.	It is not a lie, it is true, I have no money.
Fɛimoi:	kɛ malo	Well, see you.
Jɛf:	Eye	O.K.

SUBSTITUTION DRILL

Teacher's Cue	Trainee's Response
ndake	Ndake kopo gbi ii na
nyade	
ye	
mama	
paa	
kinii	
kopo	Kopo gbi ii nya yeya
navoo	
pɛɛ	
lumu	
nyaha	
halo	
ndoma	
yabasi	Konɛle nya go a yabasi
njɛi	
kpolie	
kopui	
foki	
pleti	
pani	

Teacher's Cue	Trainee's Resppnse
sobui	Konɛle nya go a sobui
kali	
mitɛi	
pɛnsui	
mbogbɛi	
Bii	Bii loi bi fe.
Ngii	
Ii	
Tii	
Muii	
Wuii	
njɛi	Ba ye pie a njɛi?
pɛn	
pɛnsui	
soki	
blaki bodi	
heiwei	
pujɛi	Nya longo ngi pujɛi yeya
sigaati	
tawɛi	
ndomɛi	
ndoi	
staa biyɛi	
staoti	
sɛlɛi	
nɛɛsi	
tebui	
fatalaijai	
kanii	

TRANSFORMATION DRILL (p. 10)

Teacher	Trainee(s)
Ndɛ mia	Ndɛ ya na
Tonya mia	Tonya ya na
Kopo gbii na	Kopoi lo na
Bi longo bi fe	Bii loi bi fe
Bi lɛngo	Bii lɛni

USEFUL EXPRESSIONS

1)	Bi yii lo panda	Did you sleep well?
2)	Ngi yii lo panda	I slept well
3)	Gboo bi piema a pɛn?	What are you doing with the pen?
4)	Sɛnti sawa mia lekee nya yeya	I have only three cents.

PLURAL FORMATION

1) Nouns ending in with '-Mo' drop the '-Mo' and take '-blaa' to form the plural. (p. 80)

e.g.

Singular	Plural
nyandemo	nyandeblaa
njɛpɛmo	nyɛpɛblaa
ngengemo	ngengeblaa
kpayamo	kpayablaa
njaimo	njaiblaa

2) Add 'Sia' to the ending of nouns which are in the definite form when forming the plural.

Singular	Plural
kolɛi	kolɛi sia
ndopoi	ndopoisia
pɛnsui	pɛnsui sia
nguli	ngulisia
bukui	bukuisia
sobui	sobuisia

3) Nouns in the indefinite form add '-ngaa' to their ending to form the plural. e.g. (p. 77)

Singular	Plural
ngulu	ngulu ngaa
nyaha	nya hangaa

4) Demonstrative pronouns: (p. 94)

Singular	Plural
ji	jisia (these)
na	nasia (those)

SOME ADJECTIVES (p. 95)

Instructions:

1) Teacher brings to class various articles of varied types and colours.

2) Teacher introduces noun qualified by an adjective e.g.

2) bukui lɛlɛi
3) bukui wovɛi
4) bukui ninɛi
5) bukui nyamui
6) bukui golei
7) bukui nohui

SUBSTITUTION DRILL (Double slot substitution).

Teacher's Cue	Trainee's Response
mɛhɛɛ	mɛhɛɛ yɛkpei
lulɛi	mɛhɛɛ lulɛi
sɛlɛi	sɛlɛi lulɛi
nyamui	sɛlɛi nyamui
numu	numu nyamui
nyade	numu nyadei

THE ADDITION OF 'Ni' TO THE NAMES OF PEOPLE (p. 78)

Instruction:

1) Explain to your trainees that the addition of suffix 'Ni' to the names of people indicate the person and the group of which he is a member. e.g.

Kenya	Uncle
Kenyani	Uncle and others
Joni	John and others
Joni lo wà ma	John and others are coming

All the trainees to make sentences of their own.

Vocabulary

jesia	walk
felimoi	the begger
tonya	true
ndɛ	lie
ndɛ mia	It is a lie
fe	give/to give
pumui	white man
ko	give/to give

LESSON 8

Dialogue: Sickness.

Aliu ya vama Jɛf ma. I mɛinga Jɛf lani. Aliu Jɛf mɔlai ina ngi gaahu ii gbuani.

Mende	English
Aliu: Jɛf bia naa	
Jɛf: Mm, Aliu bi waa	
Aliu: Gboo bi ma?	What is wrong with you? (What is on you?)
Jɛf: Nya goi mia gbaama	I have stomach pain
Aliu: Gbenaa hoe	Have my sympathy
Jɛf: Eye	O.K.
Aliu: Bi halei gbinga?	Have you taken some medicine?
Jɛf: Mm, tao kayei ii ngewɔma kulo	Yes, and I am feeling a bit all right.
Aliu: Ngewo i bi bawo	Let God give you a speedy recovery.
Jɛf: Amina	Amen.
Aliu: Ɛɛ ngi ya lɛ	Well, I am leaving
Jɛf: Eye, malo gbɔma	O.K. See you again.

SUBSTITUTION DRILL

	Teacher's Cue	Trainee's Response
1.	wui	Nya wui mia gbaama
	yamɛi	
	lokoi	
	yongoi	
	lihui	
	goi	
	woli	
	bolei	
	goe	
	halei	Bi halei gboinga?
	njɛi	
	tawɛi	
	ndoi	
	sigaati	
	Bi	Ngewo i bi bao
	Mu	
	Wu	
	Nya	
	Ti	

PERFECT TENSE (p. 87)

a) Positive: Formation: By adding 'Nga' to the verb stem except for the verb 'li' (to go) which changes completely to 'ya'.

e.g. 1) Ngi yiinga - I have slept
(The verb stem here is 'nji' (to sleep).

Bi yiinga	You have slept
I yiinga	He/She has slept
Wu yiinga	You (pl) have slept
Mu yiinga	We have slept
Ti yiinga	They have slept

NOTE: Please note the other perfect tense e.g.

Ngi yɛ liilo Bo I had gone to Bo

SUBSTITUTION DRILL

Teacher's Cue	Trainee's Response
mɛ	Ngi mɛnga (Mɛɛ)
hei	
wa	
yama	
windɛnga	
li	
yii	
lo	
yɛpɛ	
kpaji	

2) Negative: Formation: Subject + Yaa + verb stem + Ni
e.g. Ngi + Yaa + Mɛ + Ni. I have not eaten
Ngi yaa lini (lii - is the contracted form of 'lini' - When contracted remove 'N').

TRANSFORMATION DRILL

	Teacher's Part	Trainee's Response
1:	Ngi mɛnga (mɛa)	Ngi yaa mɛni (mɛi)
	I yamanga	I yaa yamai
	Mu waa	Mu yaa wai
	Ti yɛpɛa	Ti yaa yɛpɛi
	i laa	i yaa lai
	Jon mɛa	Jon i yaa mɛi
2:	Nya mɛma	Ngi yaa mɛi
	Taa lima	I yaa lii
	Jon lo wama	Jo i yaa wai
	Tiaa yengema	Ti yaa yengei

MORE USEFUL EXPRESSIONS OF SICKNESS

1)	Halei lɔ bi yeya?	Do you have the medicine?
2)	Nya go a halei wulo	Give me some medicine
3)	Kolɛi mia nya ma	I have fever
4)	Nya ngohu mia lee ma	I have diarrhoea
5)	Kolɛ vulɛi mia nyama	I have malaria
6)	ŋgama gboi mia nyama	I have dysentery

DOUBLE AND MULTIPLE COMMANDS

Instructions:

1) Teacher revises simple commands by commanding trainees to carry out a number of orders e.g. 'Wa', 'Hei', 'Kpaji', etc.

2) Introduce the pattern 'Wa bi hei' by making gestures.

3) Drill the pattern 'Wa bi hei'.

4) Introduce other patterns and drill them also e.g.

1) Wa bi hei bi mɛlɛɛ ma
2) Wa mui ti ma jɔma

Mɛ - e.g. the contracted form of 'Mɛnga' when contracted 'Nga' is replaced by 'a'.

Counting (1 - 10) (p. 31)

Instructions:

1) Teacher uses his fingers to teach the numerals and have his trainees to imitate him.

2) Allow the trainees to count many times.

3) Explain the uses of 'ita' and 'yila' to the trainees e.g. to say 'one pen' you should say. Pɛn yila and not 'Pɛn ita'.

4) Have trainees practice using the numbers through question and answer drill. e.g.

selɛi [illegible] bi yeya
selɛi [illegible] ŋga yeya

Ata	wɔlta
fele	wɔfla
sawa	[illegible]
nanni	[illegible]
loolu	puu

NOTE: Teacher take note of the addition of - 'Kpe' to numbers (p. 83). e.g.

Yakpe - Only one
Felekpe - Only two

Vocabulary

kolɛi	fever
halei	medicine
kolɛ vulɛi	malaria
ngohu lee	diarrhoea
ŋama gboi	dysentry

LESSON 9

Dialogue: Travelling by lorry

Jɛf longo i li Kɛnɛma. Taa yɛpɛma Dɛɛvai ngaama

Mende	English
Jɛf: Dɛɛva bia naa	Hi driver
Dɛɛva: Mm, ndiamo biwaa bi sɛi	Hi friend
Jɛf: Mi mia motui ji lima na?	Where is this lorry going to?
Dɛɛva: KɛNɛma mia motui ji lima na; o bia bɛɛ?	Kenema; what about you?
Jɛf. Nya bɛɛ ngi lima Kɛnɛma lo	I am also going to Kenema
Dɛɛva: Kɛ bi motui lo	Well, this lorry is for you (This is your lorry)
Jɛf: Gbɛ jongo mia nga fe?	How much should I pay?
Dɛɛva. Ii gbotoni siŋ puu mia lekee ba fe	It is not much, just one leone
Jɛf: Siŋ puu ii nya yeye	I do not have one leone.
Dɛɛva. Gboo bi yeya?	What do you have?
Jɛf. Siŋ wayakpa mia lekee nya yeya	I have only eighty cents
Dɛɛva. Kɛ le bi lɛ (kɛ lɛ)	O.K. get on board.

SUBSTITUTION DRILL

Teacher's Cue	Trainee's Response
sawa naani wayakpa weita	Siŋ sawa mia lekee nya yeya
Ii Mui Tii Wuii	Ii gbotoi (nɪ)
motui ji Jon Yema Boi ɛdi Jɛf Ti Wu	Mi mia motui ji lima na?
Nya bɛɛ Bia bɛɛ Wua bɛɛ Mua bɛɛ Tia bɛɛ Ta bɛɛ	Nya bɛɛ ngi lima Kɛnɛma

TRANSFORMATION DRILL

Teacher	Trainee(s)
1) Pɔn fele mia lekee Jeɛ yeya	Pɔn fele lekee ii Jɛf yeya
2) Pɛnɛ sawa mia lekee nya yeya	Pɔn sawa lekee ii nya yeya
3) Kowa yagbe mia bi yeya	Kowa yagbe ii bi yeya

THE USES OF 'GBI', 'KPƐLEƐ, & 'GBEEMA GBI'.

a) The use of 'gbi' meaning 'Every' e.g.

1) Folo gbi nga lilo → I will go every day.

b) The use of 'gbi' meaning 'all' e.g.

1) Nga gbi mɛlo - I will eat all
2) Ti gbi ti waa - They have all come
3) Wu gbi a wa - You all come

c) The use of 'kpɛlɛɛ' 'all' e.g.

1) Wu kpɛlɛɛ a wa - You all come
2) Ti kpɛlɛɛ ti waa - They have all come.

SUBSTITUTION DRILL

Teacher's Cue	Trainee's Response
folo gbi ngenda gbi kpoko gbi kpindi gbi hoki gbi	Folo gbi nga mɛhɛɛ mɛlo
Bo Kɛnɛma Kabala Sefadu Sumbuya	A lilo Bo gbeema gbi

COMBINATION PRONOUNS (p.89)

Instructions:

1) Teacher drills the pattern 'Muaa Tom lo lima pɛɛla'
2) Teacher explains the meaning by using gestures.
3) Allow trainees to make sentences of their own.

1) Mua Ton lo lima pɛɛla - Tom and I are going to the house.
2) Wuaa Judi lo yɛpɛma - You and Judy are talking
3) Ta Momo lo mɛhɛɛ mɛma - He and Momoh are eating.

NEGATIVE COMMANDS (p.90)

Instructions:

1) Teacher revises the simple commands.

2) Teacher introduces the negative commands by commanding a trainee to get up and while he is getting up say 'Baa hije (Hiye)', making gestures with your head.

3) Drill the pattern 'Baa hije'

4) Introduce the plural form of this negative commands by asking the whole class to get up saying 'A hije' and while getting up say 'Waa hije'.

5) Have trainees practice on one another.

Baa hije
Aa hije
Mua hije
Waa hije
Maa hije
Taa hije

SUBSTITUTION DRILL

Teacher's Cue	Trainee's Response
hije	Waa hije
li	
mɛ	
yama	
yii	
wimɛ	
wote	
yɛpɛ	
jesia	
londo	
jolɛ	
ngila	

PREDICATIVE ADJECTIVES (p. 95)

'Ngo'

Instructions:

1) Teacher goes over the adjectives covered.

2) Teacher introduces their predicate forms. e.g. From Buku Nyandei' to Bukui ji nyandengo', 'Buku wovei' Bukui ji wovango.

3) Teacher drills the pattern 'Bukui ji nyandengo'.

SUBSTITUTION DRILL

Teacher's Cue	Trainee's Response
nyande	Bukui ji nyandengo
gbou	
wova	
nina	
sɛsɛ	
noho	
nyamu	
yekpe	

Vocabulary

Jolɛ	to cause noise
ngila	to sweep
londo	keep quiet/to be quiet
motui	lorry
lekee	only

Dialogue: Inviting a friend to a meal.

Jɛf ya Aliu gaama. I mɛnga Aliu a mɛhɛɛ mɛ. Aliu Jɛf lolinga (loi) mɛhɛɛ ma.

(Accepting the invitation)

Mende	English
Aliu: Ndake wa mu mɛhɛɛmɛ; sie gbe	Come let us eat; here is the chair
Jɛf: Yoo mɛhɛɛ yini?	Who did the cooking?
Aliu: Nya nyahei mia	My wife did it
Jɛf: Konɛle nyago a njɛi	Please pass me the water
Aliu: Ta gbe	Here it is
Jɛf: Bi sie	Thank you
Aliu: Mɛhɛɛ yena?	How is the food?

Mende	English
Jɛf: Nɛngo wa, pujei ii botoi (ni) hu.	Very delicious, there is not too much pepper.
Aliu: Nya bɛɛ ngii loi a pujɛ gboto.	I don't like too much pepper myself.
Jɛf: Nya go vɛa, bi siɛ	I am full, thanks
Aliu: Mu ndo na	You are welcome

2) Refusing an invitation without causing annoyance)

Aliu: Ndakɛi wa mu mɛhɛɛ mɛ	Come let us eat
Jɛf: Saage mia ngi mɛhɛɛ mɛa, nya go vengo wa.	I have eaten just few minutes ago, I'm full
Aliu: Ndake wa bi kolo mɛ	Come and eat even a little
Jɛf: Konɛlɛ, nya hakɛto, ngɛ YA GU NGA Mɛhɛɛ mɛ siahuna	Please, excuse me, I won't be able to eat now.
Aliu: Ii nya muni (mui)	O.K. (It is not bad).

SUBSTITUTION DRILL

Teacher's Cue	Trainee's Response
ndake	Ndake wa mu mɛhɛɛ mɛ
nyande	
kini	
kɛkɛ	
maada	
ye/yie	
Jon	
njɛi	Konɛle nya go a njɛi
kpolei	
nbɛi	
tawɛi	
yabasi	
kopui	
sigaati	
mɛhɛɛ	Mɛhɛɛ yena?
ngengɛi	
ndoli	
kolɛi	
Bo	
ndoo hu	
Makeni	
Nya	Nya go vɛa
Bi	
Ngi	
Mu	
Wu	
Ti	
Jon	
Momo	

sɛlɛi — sɛlɛi nɛɛgo wa
mbɛi
hakpei
tangɛi

The use of 'gaama' - 'to him/her'

e.g. 1) Ngi lima Jon gaama - I am going to John
2) Ngi lima ngi gaama I am going to him/her

SUBSTITUTION DRILL

Teacher's Cue	Trainee's Response
Jon	Ngi lima Jon gaama
Momo	
Kona	
Maglɛti	
Ngi	
Ti	
Wu	

THE VERBS 'to say' - 'Nde' (P. 93)

Instructions:

1) Drill this verb a lot to establish it since it is an irregular verb.

2) Explain to the trainees that the union between the verb 'Nde' and the pronouns is obscure.

3) Have your trainees take note that the pronouns in the sentences below do not exist separately.

Ngɛɛ	-	I say
Bɛɛ	-	You say
Yɛɛ	-	He say
Muɛɛ		
Wuɛɛ		
Tɛɛ		

USEFUL EXPRESSIONS

1)	Ndolɛi lo nya ma	-	I'm hungry (Hungry is on me)
2)	Nya goii yaa vei	- :	I am not yet full
3)	Nya wo mia a pɛn ji	-	I am the owner of this pen
4)	Nya wo yaa na	-:	I am not the owner
5)	Nya ndɛi yana	-	That is not mine
6)	Ye wo mia?	-	Who is the owner?
7)	Ngɛɛ gbɛ?	-	What did I say?

SUBSTITUTION DRILL

	Teacher's Cue	Trainee's Response
1)	Nya	Ndolɛ lo nya ma
	Ngi	
	Bi	
	Mu	
	Wu	
	Ti	
	Jon	
	Nya	Nya go ii yaa vai
	Bi	
	Ngi	
	Mu	
	Wu	
	Ti	
	Ngi	Ngi wo mia a pɛn ji
	Nya	
	Bi	
	Ti	
	Mu	
	Wu	

TRANSFORMATION DRILL

Teacher's Part	Trainee's Response
Ndolɛi lo nya ma	Ndolɛ gbii nya ma
Ndolɛi lo ngi ma	Ndolɛ gbii ngi ma
Ndolɛi lo mu ma	Ndolɛ gbii mu ma
Ndolɛi lo Jon ma	Ndolɛ gbii Jon ma
Nya wo mia a pɛn ji	Nya wo ya na
Ngi wo mia a pɛn ji	Ngi wo ya na
Jon wo mia a pɛn ji	Jon wo ya na
Ngɛɛ bi wa	Ngɛ gbɛ?
Yɛɛ bi wa	Yɛ gbɛ?
Tɛɛ bi wa	Tɛ gbɛ?
Muɛɛ bi wa	Luɛ gbɛ?

The use of 'Yoo and 'Yee or Yemia' meaning 'Who'.

e.g. 1) Yoo lima sukui hu - - Who is going to the school?

2) Yee mia lima sukui hu? - Who is going to the school?

QUESTION/ANSWER DRILL

Teacher	Trainee(s)
Yo lima tɛi hu?	Nya mia
Ye mia mɛhɛɛ mɛ ma?	Jon mia
Yoo a bia?	Pis Koo mia a nge

DISJUNTIVE PRONOUNS (p.)

Nya	Mua
Bia	Wua
Ta	Tia

e.g. Nya mia - It is me
Bia mia - It is you

Yoo - - contracted form of 'Yelo'

Vocabulary

kpoto	plenty/many
toli	call/to call
saage	very soon/just now/shortly
kolo	small
hakɛtu	to forgive/to excuse
kavai/ kavɛi	to excuse
ku	to be able
ndolɛi	hunger

LESSON 11

Dialogue: The tailors

Jɛf ya a ngi gulɛi telɛi gama. Taa yɛpɛma tela ga ma

Jɛf: Tela Bianna
Tela: Mm, ndiamo bi waa, bi siɛ
Jɛf: Tela nya longo bi nya gulɛi hoo, gbɛjongo mia nga fe?
Tela: Kulɛi yegbe mia?
Jɛf: Mbɛlɛi mia
Tela: Nga yee hoo?
Jɛf: Kanabi mia nya longo la; ta pokiti fele poma
Tela: Ba lion fɛle lo ve.
Jɛf: Konɛle lion yila hoe
Tela: Ngi kuunga
Jɛf: Migbe nga wa poma?
Tela: Wa Satide ma
Jɛf: Kɛ malo gboma
Tela: Eye

SUBSTITUTION DRILL

Teacher's Cue	Trainee's Response
kulɛi ndomɛi [illegible]lɛi [illegible]lɛi	Nya longo bi nya gulɛi hoo
[illegible]lɛi ndomɛi [illegible]ɛlɛi mbɛi nɛɛsi kinii	Kulɛi yegbɛ mia?
sawa yila yakpe naani woita wayakpa taalu puu	Ba lion sawa lo ve

USEFUL EXPRESSIONS

1) Nya bɛɛngo a ndoli gala — I know how to dance
2) Nga lilo bi gaama sina — I will go to you tomorrow
3) Fe nya wɛ — Give it to me
4) Bukui ve nya wɛ — Give me the book
5) Wa sina a ngeeda tɛtɛi — Come early tomorrow morning

SUBSTITUTION DRILL (p.106)

Teacher's Cue	Trainee's Response
Nya	Nya bɛɛngo a ndoliga la
Bi	
Ti	
Jon	
Mu	
Wu	
motuijia	Nya bɛɛngo a motui jia la
mɛhɛɛ yii	
kulɛi gbongbo	
kolɛi nyɛi	
Nya	Fe nya wɛ
Ngi	
Ti	
Mu	
bukui	Bukui ve nya wɛ
wasi	
ndomɛi	
pɛnsui	
pɛn	
kolɛi	
ɛiɛi	
niki	
salui	
kali	
sobui	
tebilɛi	

COMBINATION PRONOUNS (p. 89)

e.g. 1) Mua a Jon lo lima sukui hu - John and I are going to school.

2) Tia Momo lo wa ma - He is coming with Momoh.

3) Mua Jon lo mɛhɛɛ mɛ ma -

NOTE: Teacher should give other examples.

NOUN FORMATION USING

'Mo and 'Ma'

1) Nouns of possession: They are formed by adding 'Mo' to verb or names of things.

e.g. 1) Ngenge (work) Ngengɛmo (worker)
2) Njɛpɛ (talk) Njɛpɛmo (talker)
3) Ndoma (shirt) Ndomamo (shirt owner)

2) Nouns of place: They are formed by adding 'Ma' to verbs

e.g. 1) Ngenge (work) Ngengemɛi (working place) definite
2) Ngenge (work) Ngengema (working place) Indefinite
3) Ndoli (dance) Ndolima (dancing place)

THE SUFFIX '-Moi' (p. 80)

Instructions:

1) Teacher points out to the trainees that the suffix '-moi' when added to names of countries or tribes indicates person.

2) Drill by substitution.

Teacher's Cue	Trainee's Response
Mɛnde	Mɛndemoi
Puu	
Amaika	
Ghana	

QUESTION/ANSWER DRILL

Instructions:

1) Drill the pattern 'gbɛmo mia a bie?'

Note that the indefinite of this suffix has no 'i' as in the context 'Mɛndemo' 'Gbɛmo',

The plural of '-Mo' is '-Blaa' (p. 80)

Teacher's Part	Trainee's Response
Gbɛmo mia a bie?	Amaika mo mia a nge.
Gbɛmo mia a ngie?	Mɛndemo mia a ngie.

REVISION EXERCISE

NOTE: Trainees should be allowed to play the role of the teacher to ask questions.

Teacher:	Bi kɛkɛ lɛi	Ngi laa Mɛmo
Student A:	Jon ngi kɛkɛ lɛi?	
Student B:	kii koo	
Student A:	Ngi moli	
Student B:	Bi kɛkɛ lɛi?	
Student C:	Nya kɛkɛ laa Maik	
Teacher:	Bi gboo a kinie ji?	
	Bi gboo a nyapoi ji?	

Student: Nya kɛkɛ mia
Nya nje/nyapoi/nyahɛi/ndee mia
Students A: Bi ndee hingɛisia ti lolɛ?
Student B: Ti sawa
Student B: o bi nyapoi?
Student C: Taa Amaika
Student B: Ngi biyɛi?
Student B: Ngi biyɛi mia a Judi
Student B: Judi gbɛ?
Student C: Judi Dohati

Vocabulary

tela	tailor
pumoi	European/white man
nikii	groundnut
bɛɛngo	know how to
hoo	sew/to sew
kuu	agree/acoept/to accept

LESSON 12

Dialogue: The Dating Game

Jɛf ya jesiama tɛi hu. Taa ndoma (yɛpɛi) yia lema nyapoi ma.

Jɛf: Nyade bi waa
Nyapoi: Mm, go bi waa, bi siɛ
Jɛf: Nyade bi lɛi?
Nyapoi: Nya laa Mami
Jɛf: o bi hini?
Nyapoi: Hini gbi ii nya yeya
Jɛf: Tonya va; ndɛ yana baa yɛ gula ma?
Nyapoi: Tonya va; ndɛ ya na
Jɛf: Kɛ nyande nya longo a bie
Nyapoi: Gbɛ va?
Jɛf: Nya longo a bie ndoma va
Nyapoi: Nyaha ii bi yeya?
Jɛf: o-o; nyapo bɛɛ ii nya yeya mbei
Nyapoi: Kɛ nya loko loma
Jɛf: Migbe malo gbooma?
Nyapoi: Nga folo sina pɛɛ la
Jɛf: Bi nya ye pɛɛla goo lo?
Nyapoi: o-o, mi mia?
Jɛf: Mahei gatɛi hu mia nga yii na
Nyapoi: Kɛ ta mia
Jɛf: E, malo sina

SUBSTITUTION DRILL

Teacher's Cue	Trainee's Response
nyaha	Nyaha ii bi yeya?
kɔpɛ	
navɔ	
kowa	
nyapo	
pɛnsu	
yabasi	
ngila	
ngonɛɛ	
tanga	
tɛya wu	
Ma	Migbe malo gboma?
Wa	
Ta	
ndoma	Nya longo a bie ndoma va
hei	
soo	
nyapo loi	
ndiamo ya	
nyahajoo	

CONSONANT MUTATION (p. 68)

In Mende a word does not always begin with the same consonant each time it is used. This is called consonant mutation. In English there is no consonant mutation.

The mutation of consonants in Mende are as follows:

Non-mutated	Mutated	
p	w	
t	l	
k	g	
kp	gb	
s	j	
f	v	
mb	b	
nd	i	
nj	y	
ng	y	When followed by i, e, a.
ng	w	When followed by o, u.

The most common grammatical environments where consonant mutations are found are as follows:

1) Possessive: e.g. 1) Ngeya (Hand)
Nya yeya - My hand

2) Pɛɛ (House)
Nya wɛɛ - My house

2) Adjective: e.g. Ngova (old)
Kena wova - Old man

3) Intransitive verb e.g.
Ndi (go)
Nyaa lima - I am going

4) Transitive verb: e.g.
Ndewe (cut)
Taa kpiti lewe ma - He is cutting the grass

5) Compound nouns e.g. Fɛi (pot)
Pɔɔ vɛi - Earthing pot

COMPARISONS

1) Take two objects of different sizes to put across the concept of comparison.

2) Point to the bigger object and say, for example, 'Bukui ji wolongo ji ma. or 'Bukui ji wolongo i lee ji ma.'

3) Substitute other items for 'Bukui' at first and later substitute other adjectives for 'Wo --longo' (Woloni)

THE VERBS 'TO BE' - 'Yɛ'

a) Present.

Nyaa	I am
Biaa	You are
Taa	He/She is
Muaa	We are
Wuaa	You (pl.) are
Tiaa	They are

e.g. Nyaa li ma - I am going

Without a pronoun; lo or mia are used e.g.

1) Bukui lo mbei — The book is here
2) Bukui mia — It is the book

Negative: "ii" or "yana" (p. 107) is used, e.g. Bukui ya na - It is not the book

b) Past:

Ngi yɛɛ	
Bi yɛɛ	
I yɛɛ	
Mu yɛɛ	
Wu yɛɛ	
Ti yɛɛ	

e.g. 1) Ngi yɛɛ na — I was there
2) I yɛɛ Bo gbenge — He was in Bo yesterday

c) Future:

Nga yɛɛ lo	I will be
A yɛɛ lo	
Bu yɛɛ lo	
Ma yɛɛ lo	
Wa yɛɛ lo	
Ta yɛɛ lo	

e.g. Nga yɛɛ lo na — I will be there
Ngɛ yɛɛ na — I will not be there

USEFUL EXPRESSIONS

1)	Bi ye luvai?	How did you spend the day?
2)	Bi nya yoyoilo?	Did you send me something?
3)	o njoyoi bi wɛila?	Where is the gift you brought?
4)	o kulo gbatɛi?	Where is the present kept for me?
5)	Kɛnga, nga lilo	Perhaps, I will go.

SUBSTITUTION DRILL

Teacher's Cue	Trainee's Response
Nga	Kɛnga nga mɛlo
A	
Ta	
Ma	
Wa	
Ba	
Bi	Bi ye luvai?
I	
Wu	
Ti	

NUMERALS (11 - 20) (p.81)

Instructions:

1) Teacher revises the numerals 1 - 10.

2) Teacher introduces the numerals 11 - 20.

puu mahu yila (yia)
puu mahu fele
puu mahu sawa
puu mahu naani
puu mahu loolu
puu mahu weita
puu mahu wofla
puu mahu wayakpa
puu mahu taalu

Nuu (yila) gboyongo

NOTE: Teacher should explain to the trainees the actual meaning of 'Puu mahu yila' - 'One above ten' and 'Nuu yila gboyongo' - 'One person is finished. (all 10 fingers + toes).

The Superlatives

Instructions

1) Teacher revises the comparatives e.g. Pɛn ji gbekpeni ji ma.
2) Brings three pens of different qualities and compare them.

   e.g. Pɛn ji gbekpeni ji ma.
   Pɛn ji gbekpeni ti gbima.

3) Drill the pattern 'Pɛn ji gbekpeni ti gbima'.
4) Substitute other items for 'Pɛn' and 'gbekpeni'.
5) Give chance to the trainees to practice these comparisons.

Vocabulary

kɛnga	perhaps
fo	reach/arrive
koo	in order to be/to know/know
ndomayɛpɛ	love talk

LESSON 13

Dialogue: Asking for the Chief

Jɛf longo i mahɛi ye pɛɛla goo? Taa Aliu molima koo i mahɛi ye pɛɛla gɛ a ngie.

Jɛf: Aliu bia naa
Aliu: Mm, buaa, bi siɛ
Jɛf: Ndake, tɛi ji hu mia bi na?
Aliu: Mm, gbei gboo bi longo ngi pie bi wɛ?
Jɛf: Nga lolo bi mahɛi ye pɛɛla gɛ a ngo
Aliu: Mahɛi ye pɛɛla lo mia do, kɛɛ humɛa tɛɛ i ya jesiama
Jɛf: Bi koolo mia (miado) bi ya na?
Aliu: Ngii koo.
Jɛf: Bi Koolo migbe mia a wa?
Aliu: Mm, tɛɛ a walo sina a ngendei
Jɛf: o ngi lavɛi, ta bɛɛ ii mbei?
Aliu: Taa ngi ye pɛɛla
Jɛf: Mi mia ngi ye pɛɛla le?
Aliu: Mia yaka
Jɛf: Bi siɛ, hoe
Aliu: Eye, malo gboma.

SUBSTITUTION DRILL

Teacher's Cue	Trainee's Response
ndake	Ndake tɛi ji hu mia bi na?
nyande	
mama	
kɛkɛ	
maada	
yei	
Ngi	Gbei gboo bi longo ngi pie
Jon	
Mu	
Jon kɛ Frɛd	
Ti	
Wu	
Mahɛi	Mahɛi ye pɛɛla lo mia do
Nya	
Ngi	
Jɔn	
Mɔmo	
Vandi	
Ti	
Mu	

Ti I Kɛkɛ Kona Fatu Judi	Bi koolo mia do <u>ti</u> ya na?
Nga Ʌ Ta Ma Wa Ba	Bi Bi koolo migbe mia <u>nga</u> wa?
pɛɛla yengemei gbaahu gbuɛla	Taa ngi ye <u>pɛɛ la</u>

USEFUL EXPRESSIONS

1) Nya gaahu gboyongo wa	I am very tired
2) Nya longo a sɛlɛi Kɛ ngi loi a nɛɛsi	I like banana but I don't like pineapple
3) Nya longo ngi mɛhɛɛ mɛ, ajifa nɔlɛi lo nyama	I want to eat because I am hungry

SUBSTITUTION DRILL

Teacher's Cue	Trainee's Response
mɛi, pujei	Ngi longo a mbɛi kɛɛ ii loi a pujei
magoi, lumbee hakpei, supui bredi, tagɛi staa, staoti	
la, nji mɛi	Nya longo ngi la ajifa <u>nji mɛi</u> lo nya ma.
li, ndolɛi hije (hiye), ndi mɛi	

NOTE: Teacher should explain to the trainees that 'Kɛɛ' could be used for both 'and' and 'but'. However, when 'kɛɛ' is used to mean 'but' the follow up pattern is usually negative.

e.g. 1) Nga heilo kɛɛ ngɛ mɛhɛɛ mɛ -
I will sit down but I will not eat.

2) Ngi lilo Bo kɛɛ foi kenema -
I went to Bo but I did not reach Kenema.

QUESTION/ANSWER DRILL

A:	Bii loi (ni) a hakpei	B:	o-o pujei lo wɛ hu.
A:	Bi yiilo panda	B:	o-o, ngi yii panda
A:	Gbei?	B:	Ajifa pundi sia ti gbotongo waa.

USEFUL EXPRESSIONS

1)	Bii loi (ni) la	You don't want (like) it
2)	Njei lo wama	It is raining
3)	Mukpoko hoe	God night
4)	Nge wo i mu yi panda	Let God make us sleep well (Good night).
5)	Bi mahu gbe hoe	Take care of yourself.
6)	Li a ngai	Go with water (take water)
7)	Wa a pɛn	Come with the pen (Bring the pen).

THE USE OF 'ina' - 'if'

Instructions:

1) Teacher introduces the 'ina' clause.

e.g. ina bi liilo, nga lilo - If you go, I will go

2) Teacher drills this pattern by repetition.

3) Teacher gives two distinct sentences and has the trainees bland them together into one long sentence using 'ina'

e.g. 1) Njɛi wailo ngɛ li tei hu

2) Foloi nyandei lo
Ta kulɛi walo

3) Motui wailo
Ma lilo Bo

Vocabulary

humɛi	hear/to hear/understand
nuu	person/someone
lavai	speaker
gomɛ	meet/to meet

MORE USEFUL PHRASES AND EXPRESSIONS

	Mende	English
1)	Cbɛ ngi wa	Wait till I come
2)	Nya mawo kulo	Wait for me a little
3)	Wa mui	Come let's go
4)	Ngi wa mui?	Shall I come and we go?
5)	Ndi mia bi piema?	It is going you are going?
6)	Bi yaa nga va ngi ma hoe	When you go extend my greetings to him/her.
7)	Bi totoa a mɛhɛɛ yiila?	Have you started to cook the food?
8)	Njɛi ji a gulo bi va?	This water will do for you?
9)	Bi ya gɛ milo?	Where have you gone recently?
10)	Woogbà ngii ya foi na	I have never reached there
11)	Saange mia ngi gbua na	It is just now I have left there
12)	Ngii ya ha a ngi loi	I have not seen him today
13)	Jon lo mbei?	Is John here?
14)	Hiye na	Get up from there
15)	A gbua gitiya	Go outside all of you
16)	Baa luwa nya ma	Don't be afraid of me
17)	Baa woo	Do not cry
18)	A londo!	Be quiet!
19)	Wu kbɛlɛ (kpɛɛ) a gbua mbei	You get out of here
20)	Gbe nya ma	Leave me
21)	Baa nya vawei	Do not disturb me
22)	Baa ndɛɛ gula nya ma	Don't lie on me
23)	Bii makei	You are not brought up well
24)	Hei panda	Sit carefully/Sit down properly
25)	Ngi lima a gooma welo	I am going on foot
26)	Nya longo a ye pekei	I want the other one
27)	Waa a peka	Bring another one
28)	Ii na	It is there
29)	Taa na	It is there/He or she is there
30)	Lampoi longa	Light the lamp
31)	Kɛlɛ ngi to	Let me see it
32)	Kɛnɛlɛ ndɛ gboma	Please say it again
33)	Ti gɛ a ngɛ	Show them to me
34)	Bi humenga (mɛa)?	Have you understand?
35)	Yembui a gboo?	What is it meaning?
36)	Ta ye boi ji loi mendɛ yie hu?	How do they call this thing in Mende?
37)	Bia ii le/Bia ya na	Not you
38)	Ngii yɛpɛma bia gaama	I am not talking to you
39)	Bii ya kpoyo lɛ?	You have not finished it yet?
40)	Ngi kpoyoa	I have finished it
41)	Wa mbei kaka	Come here quickly
42)	Ti bi lei mi lo?	Where were you born?
43)	Wu kɛkɛ yakpe?	Do you have the same father?
44)	Njk mai lo nya ma	I am sleepy
45)	Nja gbɔmɛi lo nyama	I am thirsty
46)	Wa a njɛi ngi kpoe	Bring water and let me drink

47)	Wa a ŋjɛi ngi mua	Bring water and let me take a birth.
48)	Baa lema ma	Don't forget it
49)	Baa nde nuu gbi ma!	Don't tell anyone!
50)	Baa lema nya ma	Don't forget me
51)	Baa ngi lee	Don't beat him
52)	Baa nya nemu	Don't wound me
53)	Baa nyani ndake; fe mbɛ	Don't spoil it baddy, give me
54)	Baa kputa	Don't burst it
55)	Baa mbo	Don't dig/puncture it
56)	Baa nya loi a pumoi	Don't call me white man
57)	Nya la yana	That is not mynname
58)	Konɛle mavula	Please hurry up
60)	Lewe (lee) nya ma	Pass me by
61)	Baa jaa la	Don't touch it
62)	Baa yaa gbiti ma	Don't touch it again
63)	Baa ngeya	Don't buy it
64)	Baa li na	Don't go there
65)	Wa bi lo nya gulo	Come and stand in front of me
66)	I ye na?	How is it?
67)	Wasi yɛ gbɛ?	What time is it?
68)	Gba le?	What is it?
69)	Bi toa?	You have seen it?
70)	Nya gbe	Here I am (Look at me)
71)	Nga ye pie?	How can I do it?
72)	Ndomei na bɛngo bi ma	That shirt suits you
73)	Ngi lii nyaningo na va	He is sad for that
74)	Mɛndɛmo mia vui a bie?	Are you a ture Mende man
75)	Mua ta mu loa ha	He and I have seen each other today.
77)	Wu kpɛɛ ii le (ya na)	Not all of you
78)	Yekɛlɛmayei	Both of us
79)	Yesembɛi	The last one
80)	Yehaalɛyɛi	The big one
81)	Foi gbandingo	The first one
82)	Ndondoi lo nyama	The sun is hot
83)	Ngi nya hei lo koi hu	I am feeling hot
84)	Mu li baa la	His wife is pregnant
		Let us go to the bar.

SOME MENDE PROVERBS

1)	Ngomo lo a ngomo go	One good turn deserves another
2)	Bɛki wopo ɛɛ gu a loo	An empty bag cannot stand
3)	Ngulu yila ɛɛ wola.	One tree cannot make a forest
4)	Kolu fele ɛɛ bɛ gbanya ya	One cannot run after two rats at the same time
5)	Ndoli na bii bɛɛni la baa kula bi yemo wue hu	To adoid disgrace do not attempt doing anything you cannot do properly.
6)	Pele (pee) huingua bɛɛ kaka a gɛɛ talo ma	There is an end to every problem
7)	Tɛi a kpua ngi mbaa la lo a kpoi	'Man live by man' (there is no perfect independence).

8)	Solɛ bakui ɛɛ taa loo	Empty vessels make the most noise
9)	Kpandɛ yia i yia	What has been done cannot be undone.
10)	Pimei a lo to nyɛnyɛ hu lo	Charity begins at home
11)	Kali ɛɛ nuu nyi kulo loova	Dostiny is inevitable
12)	Ngla yo gbi lai (nɪ) a goolo	There is happiness in every situation.
13)	Nuu woowu lo a ngi ngɛnyɛ gɛ	One's behaviour reveals one's identify
14)	Nja yila ɛɛ luva (wuva) a belɛ bua numu ma	Too much of one thing is good for nothing.
15)	Ngeya yaa bi ndei hu ndala	Heat the nail when it is hot
16)	Mia ta nikei yili na, na mia a mɛli na	One benefits from one's status
17)	Nja noho bɛɛ a ngombu luvelo	In the absence of something good, anything will do.
18)	Ndopo ɛɛ nu waa wumbu a loko yila	Know your place
19)	Ndo gbo gbii na ndo nyamu wuliva	No matter how bad a child may be can not be disowned by his parents.
	Si ba bi gbukoi hu gbatɛ, li na ba la hu.	Your future is in your hand
	nthemo ɛɛ ngi lee gɛ	Beggers have no choice.

Vocabulary

beki	bag
bagi	bag
kolu	iron
konda	montar
kaye	confession
kali	hoe/snake
kɔti	stone
kawui	wood
kpatɛ	make/repair
kawo	peel
kpakpawui	ladder
kpandɛi	gun
kpongbo	pound/grind/iron
kpangbɛi	broom
kpoei	hut/ban
kuaa	monkey
ndii	heart
nduahu	between
lɔlɛ	how many
maanɛi	plantain
mbomei	hammock
mitɛi	spoon
misii	mosque
mbahui	see rice
mbilii	drum
nɛmu	wound/to wound
naa	now
ndaa	lead
ndɛmbi	delay
ndogboi	bush
ŋgului	tree
ŋgolei	forest
ŋglei	dog
ŋgawui	moon/egg
ŋgitii	pestle
ŋgombui	fire
nyi	bite/to bite
nyani	spoil/to spoil
ŋamɛi	blood
ŋanyɛi	sand
pawɛi	payment
panii	dish/pan
sanii	bottle
sɛmɛi	barre
sɛwɛsɛwɛ	very clean
sɛwui	cutting grass/rodent
faji	bucket
fandei	thread
fulɛi	village
tavei	pipe
to	see/look
toolei	kola nut
tɛyawii	egg
tɛi	chicken
toto/tato	start
fawei	disturb
fenjo	both of
haa	die/death
heiwui	chair
hondo	hundred
hu	inside
woo	cry/to cry
wolo	listen to/ to listen
yɛmɔi	mother in law
ɲunbumɔi	sinner

Consonants

p	as in	pɛlɛ	house
b	" "	bolo	hat, cap
t	" "	tolo	kolanut
d	" "	dowo	duck
k	" "	kɛkɛ	father
g	" "	gulu	stick
kp	" "	kpawu	bridge
gb	" "	gbengi	yesterday
f	" "	fande	cotton
v	" "	vonu	last year
s	" "	sani	bottle
h	" "	ha	today
m	" "	maana	plantain
n	" "	nɛnɛ	shadow
ny	" "	nyaha	woman
	" "	ŋama	blood
	" "	mba	rice
	" "	nda	mouth
	" "	ngoto	waist
ŋgb	" "	sangba	sound drum
nj	" "	nja	water
l	" "	li	go
w	" "	wa	come
y	" "	yila	one

Most of these consonants have the same sound value as in English. The exceptions are the most difficult areas for a learner of Mende as a second language to master. These should therefore be intensively practised. As the above list shows these sounds are consonant clusters which are single sounds, and not two or three distinct sounds as their combination may suggest to a foreign learner. The sounds are:

kp	as in	kpaa	farm
	" "	kpalɛ	pain
	" "	kpolo	salt
	" "	kpatɛ	rich, wealth
	" "	kpundɛ	trouble

gb	as in	gbi	all
	" "	gbengi	yesterday
	" "	gbei	why
	" "	gbɛhɛ	bench
	" "	gbembɔ	board
ny	as in	nyande	beauty
	" "	nyɔ	corn
	" "	nyɔko	sugar-cane
	" "	nyina	rat
	" "	nyini	breast
mb	as in	mba	rice
	" "	mbala	sheep
	" "	mbu	owl
	" "	mbeke	branch
	" "	mbali	vomit
nd	as in	ndai	name, mouth
	" "	ndamba	crocodile
	" "	ndovo	frog
	" "	ndɛvɛ	bat
	" "	ndo	child
ng	as in	ngeli	sky
	" "	ngoɔ̃o	waist
	" "	ngili	cook, tie
	" "	ngai	set (trap)
	" "	ngaya	tear
ngb	as in	sangba	sound drum
	" "	Gbángba	name of man
nj	as in	njowɔ	potato
	" "	nje	goat
	" "	njala	lion
	" "	nja	water

It should be noted that ŋ which is the final sound in English words such as sing, morning and going can occur in initial and final positions in Mende. For example:

ŋoni	bird
ŋama	blood
poloŋ	far
gbuŋ	heavy falling sound

Vowels

Mende has seven vowels and these are:

i	as	in	ndili	housefly
e	"	"	fele	two
ɛ	"	"	sɛlɛ	banana
a	"	"	hawa	brush
ɔ	"	"	bondo	okra
o	"	"	folo	sun
u	"	"	buku	book

All vowels can occur long and short. Long vowels are represented by double letters as in:

paa	kill
kpaa	farm
loolu	five
puu	ten
fajii	the bucket

Consonant Mutation

This is an important feature of the language which affects a substantial number of words. In these words the initial consonant changes according to certain basic phonological principles in certain grammatical contexts. The unchanged initial consonant is called the unmutated consonant, and it is this consonant which a word generally has in isolation. Its replacement consonant is called mutated consonant. The following table shows the mutations:

Unmutated				Mutated	
k	as in kali		snake	g	gali
t	" "	tanga	cassava	l	langa
nd	" "	ndoli	hook	l	loli
s	" "	sani	bottle	j	jani
f	" "	folo	sun	v	volo
kp	" "	kpaki	arm	gb	gbaki
mb	" "	mba	rice	v	ba
nj	" "	nja	water	y	ya
p	" "	pɛlɛ	house	w	wɛlɛ
ng	" "	ngatɛ	set (trap)	y	yatɛ
ng	" "	ngoli	ear	w	woli

Note: ng is mutated to y before the vowels, a, e, i, but to w before o and u.

It should be realised during sound drills that the place of articulation of the unmutated and mutated initial consonants generally remains the same. It will also be realised that these mutations occur in the following contexts:

(a) a possessed noun has a mutated initial consonant

tangɛi	cassava
ndomɛi	shirt
kpaa	farm
mboma	hammock

Nya langɛi yilia	My cassava has cooked
I ngi lomɛi wanga	He has washed his shirt
Aliu ya ngi gbaa hu	Alieu has gone to his farm
Bi bomɛi wovango	Your hammock is old

(b) the initial consonant of the second noun in a nominal compound is mutated.

ndolo	nation
ndolo yia	national conflict
kpolo	salt
kpolo jani	salt bottle
ndo	child
Mɛnde lo	Mende child

(c) a verb preceded by an object has a mutated initial consonant.

Ngi pilinilo	I threw (it)
Mahɛi tewenilo	The chief decided (it)
Ngi kotui wilinilo	I threw the stone
Mahɛi ngiɛi lewenilo	The chief decided the case

(d) a postposition preceded by a noun, pronoun or nominal phrase has a mutated initial consonant

Nda kplanga	Place (it) near (it)
Nda pɛlɛi gblanga	Place it near the house
Li poma	Go behind it
Li bafɛi woma	Go behind the hut

(e) an adjective preceded by a noun, pronoun or nominal phrase has a mutated initial consonant.

tɛli	black
kutu	short
nyande	beautiful

Nya go bɔlo lɛli na hu	Give me that black hat
Nu gutui mamaningo	Short people are arrogant
Nyapo nyande lo	This is a beautiful woman

There are certain words whose initial consonants are never mutated eventhough the same consonants can be mutated in other words. The words are senior kinship terms (except nje and kenya) and close relationship nouns, numerals (except fengo and sango), personal names, names of geographical places, days of the week and months.

Tone

Mende has two different tones, high and low which can be marked as follows:

High Tone

ndé	say it
hélé	elephant
lá	lie down

Low Tone

hɛ̀	blessing
bɔ̀lɔ̀	hat, cap
mɓùlù	intestine

In addition to these two tones there are phonetic glides from low to high and high to low where two vowels with different tones come together without an intervening consonant.

Rising Glide

tɛ̀ɛ́	the fowl, chicken
ngù́	the head
sɛ̀lɛ̀ɛ́	the banana

Falling Glide

ngîi	I not (negative pronoun)
hôndôɛ̂	bean
bûkûî	book

It is important that the learner understand how tone operates in the language because:

(a) some words are distinguished from each other according to their tones. For example:

ndòlí	hook
ndólì	dance
kálì	hoe
kàlí	snake
mbówó	clay
mbòwò	to fly

(b) the meaning of certain sentences is determined by tone

Bɛ̂ɛ́ lí?	Won't you go?
Bɛ̀ɛ̀ lì	You can't go
Máá bìá mìá mù límá	We are going together
Máá bìà míà mú límá?	Are we going together?

Elision

Elision and contraction occur mostly in fast, casual speech in which consonants and vowels may be elided from a word or a sentence. It is important that one is able to recognise the same word in its elided and unelided forms and two words contracted into one word, when they occur in different contexts. Elision occurs in contexts including the following:

(i) intervocalic l and w are generally elided

unelided word		elided sound	elided word
tewe	cut	w	tee
ndowu	hide	w	ndou
pele	road	l	pee
ngolo	break	l	ngoo

(ii) consonants are frequently elided from the verbal suffixes

-nilo and -nga

Ngi liio	I went	(for ngi linilo)
Jo ndeio	Joe said it	(for Jo ndenilo)
Ti mɛa	They have eaten it	(for ti mɛnga)
I waa	He has come	(for i wanga)

(iii) in the verbal suffixes, -malɔ and -ngalo the l may be elided and the o assimilated to the preceding vowel

Ngi limaa	I am going	(for ngi limalo)
Ye piemaa?	Is mother doing it?	(for ye piemalo?)
I wolongaa?	Has it broken	(for i wolongalo?)
Ti hangaa?	They have died?	(for ti hangalo?)

(iv) the l of the emphatic particle, lo can be elided and o assimilated to the last vowel of the preceding word

Nyaa wama	I am coming	(for nya lo wama)
Taa mɛma	He is eating it	(for ta lo mɛma)

(v) the vowels u, i and e can be elided in certain words if they are followed by l

klo	infront	(for kulo)
mbla	male in-law	(for mbila)
blenŋ	to turn rapidly	(for belenŋ)

Indefinite and Definite Forms

Definiteness and number are functionally related, for the language does not only have definite singular forms but also definite and indefinite singular and plural forms. The indefinite form of a noun is simply that which does not have a definite marker.

The most common definite singular marker is the suffix -i

indefinite singular form		definite singular form	
hele	elephant	helei	the elephant
pɛlɛ	house	pɛlɛi	the house
ndopo	child	ndopoi	the child
sani	bottle	sanii	the bottle
bulu	horn	bului	the horn
bolo	hat	boloi	the hat

There are three exceptions to this pattern.

(a) when the definite singular marker -i is suffixed to a word ending in a the a is replaced by ɛ. For example:

indefinite singular form		definite singular form	
mba	rice	mbɛi	the rice
ndoma	shirt	ndomɛi	the shirt
nja	water	njɛi	the water
ha	death	hɛi	the death
mbala	sheep	mbalɛi	the sheep

(b) a few nouns have their last vowel lengthened for their definite form.

indefinite singular form		definite form	
mɛmɛ	mirror	mɛmɛɛ	the mirror
ndola	baby	ndolaa	the baby
kaŋa	box	kaŋaa	the box

(c) some nouns have two freely variant definite forms. These normally end with the vowels, o, u and ɔ

indefinite singular form		definite singular form	
bɔndo	okra	bɔndɔi/bɔndɛi	the okra
bolo	hat	boloi/bolɛi	the hat
kulu	washing place	kului/kulii	the washing place
folo	sun	foloi/folei	the sun
tolo	kolanut	toloi/tolei	the kolanut

Number

The most frequently occuring plural markers are -ngaa which is the indefinite plural marker, and which is only suffixed to indefinite form of nouns and -sia which is suffixed to definite forms only.

indefinite singular form

maha	chief
ndili	housefly
hele	elephant
ndopo	child

indefinite plural form

mahangaa	chiefs
ndilingaa	house flies
helengaa	elephants
ndopongaa	children

definite plural

mahɛisia	the chiefs
ndilisia	the house flies
heleisia	the elephants
ndopoisia	the children

Some nouns have alternative means of forming the definite plural. They do so by adding the definite suffix -sia to the indefinite plural suffix -ngaa as in, for example:

pundi	mosquito	- indefinite singular
nje	goat	" "
pundingaa	mosquitoes	-- indefinite plural
njengaa	goats	" "

pundii	the mosquito	- definite singular
njei	the goat	- " "
pundiisia	the mosquitoes	- definite plural
njeisia	the goats	- " "
pundingɛisia	the mosquitoes	" "
njengɛisia	the goats	" "

-ni

-ni is another plural marker, and it occurs only with personal names, kinship terms, some pronouns, and, in folklore, with the names of animal characters. It means 'and others' or 'group'.

Musani	Musa and others
kɛkɛni	father and group/others
Kasiloni	Mr Spider and others/group

Musani ti wanilo	Musa and others came
Joni ti passimaa	Joe and others will pass
Kadini mia ti pieni	Kadi and others did it

Used with the pronouns mua, wua, and tia, it has flattering derogatory/or arrogant connotation.

Wuani wɛ na wie	People like you cannot do that
Muani mɛ nyani	People like us cannot be poor
Tiani tɛ nafa	People like them cannot prosper

---

* It should be noted that a noun takes the definite singular marker -i before the definite plural marker.

The pronouns can take the definite plural suffix, -sia

Wuanisia wu mɛhɛ yaa na	That is not food for people like you
Tianisia ti hema yaa ji	This is not a sitting place for people like them
Muanisia ma yili pɛlɛ yekpe bu lo	People like us sleep in good houses

The Agentive Form

-mo and its corresponding plural markers, -blaa and -bleisia are roughly equivalent to English -er/-ers.

ngenge	work	
mɛ	eat	
pie	do	
ngengemɔ	worker -	indefinite singular
mɛmo	eater -	" "
piemo	doer	" "
ngengemoi	the worker	-definite singular
mɛmoi	the eater	" "
piemoi	the doer	" "
ngengeblaa	workers -	indefinite plural
mɛblaa	eaters -	" "
pieblaa	the doers-	" "
ngengebleisia	the workers	-definite plural
mɛbleisia	the eaters	" "
piebleisia	the doers	" "

Ngengemoi waa mɛhɛ yiimoi gama — the worker has come to the cook.

Li halemoi gama — Go to the doctor/ medicine man

Pɛɛ loblaa lɔ mia — The house builders are there

Ti humableisia hounga — They have caught the thieves

KoLo nyɛimo wa lɔ — This is a great writer

Numerals

The following numerals are used in counting:

ita	one
fele	two
sawa	three
naani	four
loolu	five
woita	six
wofila	seven
wayakpa	eight
taawu	nine
puu	ten
puu mahu yila	eleven
numu gboyong	twenty
numu gboyong mahu puu	thirty
hondo yila	one hundred
tausi yila	one thousand

Ngila (mutated form yila), one has three other forms - itɛ which is used only in counting and the ordinal forms, haalɛ and yese, both of which mean first. But ngila, haalɛ and yese do not have the same grammatical distribution. For example:

Senti yila ve mbe	Give me one cent
Haalɛ Pis Koo lo	This is the first peace Corps
Nya yese ngi wani	I came first

When it occurs with the prefix, ye - it means 'one of' as in, for example:

Yengila wu bagi hu	Put one of them in the bag
Yengila be ii nya yeya	I don't have even one
Nansi yengila mɛnga	Nancy has eaten one of them

Haalɛ can take the agentive singular and plural markers

Haalɛmoi yamanga	The first person has returned
Haalɛblaa ti fonga	The first people have arrived
Haalɛblɛisia ti kpɛlɛ mɛnga	the first people have eaten all

The suffix, -ngo occurs with the numerals fele to wayakpa but much more frequently with fele and sawa and rarely with naani to wayakpa.

Ti loolungo ti waa	All the five of them have come
Wu wofilango a li	All the seven of you go.
Mu wayakpango mɛa	We have eaten all the eight.

It is contracted with fele and sawa to fengo and sango respectively.

Fengo ve	Give all the two
Sango venda	Fill all the three
Bi wailo a fengo?	Did you bring all the two?
Nya longo a fengo	I want all the two

Ngila, fengo and sango are the only numerals whose initial consonants can be mutated (Cf p)

ngila	yila
fengo	vengo
sango	jango

Mu jango miã mu lima	Three of us are going
Ti venjo loli	Call the two of them
Nyaha yila mia nya yeya	I have one wife

When the suffix -kpe is suffixed to yila, fele and sawa they mean 'one only', 'two only' and 'three only' (with strong emphasis).

Ngi mɛni yakpe	I ate only one
Nu felekpe mia wani	Only two people came
Jigi feni sawakpe	Jigi gave only three

When nouns are enumerated they do not take plural markers. For instance.

Nje puu mia mu mɛni	We ate ten goats
Nyaha loolu mia Kaimasa yeya	Kaimasa has five wives
Nya go a mita fele	Give me two spoons
I buku wayakpa gaa	He has read eight books

Pronouns

To a learner of Mende as a second language, pronouns may be the most confusing word category. This may be due to the fact that the form of certain pronouns varies with the aspect/tense of the verb with which they occur and whether the sentence is positive or negative

The labels of the various sub-categories of pronouns in this text are only convenient labels, meant to serve self-explanatory purposes.

nya	first person singular	I
bia	second " "	you
ta	third " "	he/she/it[1]
mua	first person plural	we
wua	second " "	you
tia	third " "	they

These are personal pronouns but some authors have called them "basic pronouns" because they are the only pronouns that can occur alone. They occur in sentences such as:

Nya lo lima Sumbuya	I am going to Sumbuya
Bia " " "	You are going to Sumbuya
Ta " " "	He is going to Sumbuya
Mua " " "	We are going to Sumbuya
Wua " " "	You are going to Sumbuya
Tia " " "	They are going to Sumbuya

1. No gender distinction in pronouns in the language

These pronouns have their negative equivalents, but unlike the positive forms these never occur alone. They occur with the negative particle, ii (cf p. 107) but one of the i's of the particle is elided and the other contracted with the pronouns. It is these contracted forms that have come to be conveniently regarded as negative pronouns.

ngi	+	ii	=	ngi	I not
bi	"	ii	"	bii	you not
i	"	ii	"	ii	he/she/it not
mu	"	ii	"	mui	we not
wu	"	ii	"	wui	you not
ti	"	ii	"	tii	they not

Ngii lima Sumbuya		I am not going to Sumbuya
Bii	" "	You are not going to Sumbuya
II	" "	He/she/it is not going to Sumbuya
Mui	" "	We are not going to Sumbuya
Wui	" "	You " " " " "
Tii	" "	They are not " " "

Habitual/future pronouns

These are pronouns that occur with verbs referring to habitual or future activity. But whether the pronoun is habitual or future largely depends on the situation of the utterance and/or the addition of time element. There are two forms of these pronouns, positive and negative.

Nga mbɛi mɛlo	I eat rice
Ba " "	You eat rice
Λ " "	He eats "
Ma " "	We eat "
Wa " "	You eat "
Ta " "	They eat "

These pronouns occur as habitual pronouns in the above sentences but they occur as future pronouns in the following examples.

Nga mbɛi mɛlo sina	I shall eat (the) rice tomorrow
Nga walo	I shall come
Ta kpiti hawalo woi	They will brush the grass sometime today
Ba walo	You will come
Λ lolilo a kpokoi ji	He will dance this evening

Negative Habitual/Future Pronouns

These pronouns occur with verb stems only.

Ngɛ mba mɛ	I don't eat rice
Bɛ " "	You " " "
ɛ " "	He does not eat rice
Muɛ (mɛ) mba mɛ	We don't eat rice
Wuɛ (wɛ) " "	You don't " "
Tɛ mba mɛ	They don't eat rice
ɛ li ha	He will not go today
Muɛ kpaa la foe ji	We are not going to make a farm this year.
Bɛ lɛmbi	You will not live long
Tɛ tɛ wa	They said they will not come

Past Pronouns

These pronouns occur with verbs which have the past positive suffixes -nilɔ -ŋga and -ngalo and the progressive suffixes -ma and -malo.

Ngi linilo Salon	I went to Freetown
Bi " "	You " " "
I " "	He/she/it went to Freetown
Mu " "	We went to Freetown
Wu " "	You " " "
Ti " "	They went to "
Ngi kpoyonga a Kaala	I have finished reading it
Bi " " "	You have finished reading it
I " " "	He/she/it have finished reading it
Mu " " "	We have finished reading it
Wu " " "	You " " " "
Ti " " "	They have " " "

Both -nga and -ngalo carry the same meaning of 'completed action' but the latter is emphatic. It is commonly used in response to questions such as:

Q:	Gboo bi piea la?	What have you done to it?
A:	Ngi paangalo	I have killed it.
	Ngi ndewengalo	I have beaten him/her/it
	Ngi ngi ŋonangalo	I have wounded him/her/it
	Ngi nyaningalo	I have destroyed it
Q:	I ye p ea a mbɛi?	What has he done with the rice?
A:	I mengalo	He has eaten it
	I pilingalo	He has thrown it
	I ngilingalo	He has cooked it

The following are examples of the progressive use of these pronouns. It can be seen that the verb has the suffix -ma.

Ngi	lima	kpetei	hu	lo	I am going to the swamp
Bi	"	"	"	"	You are going to the swamp
I	"	"	"	"	He is	"	"	"	"
Mu	"	"	"	"	We are	"	"	"	"
Wu	"	"	"	"	You	"	"	"	"
Ti	"	"	"	"	They are	"	"	"	"

-malo, attached to a verb, can convey both progressive (for emphasis) and future meanings. For example

Ngi kulɛi wamalo	I am washing the clothes or I shall be washing the clothes.
Ngi kpandei wilimalo	I am firing the gun or I shall be firing the gun.
Ti kɛi yilamalo	They are sweeping or they will be sweeping.
Mu ngi lewemalo	We are beating him or we shall be beating him.

Past Negative Pronouns

These are the same as basic negative pronouns.

Ngii lima kpetei hu	I am not going to the swamp
Ngii kpandɛi wilima	I am not firing the gun
Ii pɛlɛi bu yilama	He is not sweeping the house
Mui ngi lewema	We are not beating him

Conjunctional Pronouns

These pronouns have, in addition to their meaning, the conjunction 'and'. They occur in contructions such as:

Maa Ali mia mu lini	Allie and I went
Waa Kaablaa a wa	You and learners come
Taa Jɛnɛ mia ti lima	He and Jeneh are going
Mua bia mu lo	Let you and I remain
Wua Modu mia wu mɛni?	You and Modu ate it?

The suffix, -ni can be attached to the first, second and third person plural conjunctival pronouns -mua, wua and tia (cf. p).

Muani mu gba	People like us are different
Wuani wɛ na wie	People of your class cannot do that
Tiani tɛ lɛmbi	People like them cannot live long

The definite marker -sia can be attached to wuani, muani, as in, for example:

Muanisia mɛ monɛ	People of our class cannot struggle
Tianisia tɛ tanga mɛ	People like them cannot eat cassava

Wuanisia wa gbua Amerika lo	People like you come from America

Wueni and tieni are variants of wuani and tiani respectively, but they never take the definite plural marker -sia, and they are invariably preceded by conjunctional pronouns.

Maa tieni mɛ li	They and I cannot go
Maa wueni mia mu pie ma	You and I are going to do it
Taa tieni ti kaanga	He and they have read it

Prohibitive Pronouns

These are:

ngaa	let me not
baa	do not
aa	let him not
maa	let us not
waa	do not
taa	let them not

Baa luma ngaa li	Don't let me go
Baa Pis Koo na gaa	Don't teach that Peace Corps
Waa gbua klasi hu	Don't leave the class
Aa li hinda gbi	Let him not go anywhere
Maa huma wie	Let us not steal

A - Pronouns

These are pronouns that always occur with the preposition, 'a' which invariably precedes them. Hence the label, a-pronouns. They never occur as subjects. They are:

nge	me
bie	you

ngie	her/she
mua	we
wue	you
tie	them

Numu yekpe lo a nge	I am a good person
Yo a bie	Who are you
Nu noho lo a ngie	He is a dirty person
Nya longo bie	I love/like you
Gbɛi bi lolongo a tie?	Why do you hate them?
Wa a tie bei	Bring them here

The third person singular a-pronoun ngie refers only to human nouns. Its variant form, la refers to non-human nouns and to human nouns if the latter has been previously mentioned or the audience knows the noun it refers to.

Nya longo la	I like it
Nyapoi na nya longo la	That woman I love her
Li bi wa la	Go and bring it
Mahei na, baa la la	That chief, don't trust him

Possessive Pronouns

Possessive pronouns are:

nya	my
bi	your
ngi	his/her/its
mu	our
wu	your
ti	their

Nya gbaysi nohongo.	My headtie is dirty
Bi loi lo?	Is this your child?

Ngi nje ya kpaa hu	His mother has gone to the farm
Li a mu lowoi kisi hu	Take our pumpkin to the kitchen
Ti wu wɛlɛi longa?	Have they built your house?
Ti lɛi ya sɛwɛsɛwɛ	Their town is clean

If the possessed noun is plural the third person plural past pronoun ti occurs between it and the verb.

Nya yengeblɛisia ti hawango	My workers are lazy
Bi nyapoisia ti lolɛ	How many girl friends do you have?
Wu ndengaa ti waa?	Have your brothers/sisters come?
Ngi nikangaa ti ndoe lenga	His cows have given birth

All possessive pronouns can occur with 'nda' which means 'own'. For example:

Nya nda lavɛi lo	This is my own pipe
o bi nda gowɛi?	Where is yourown shoe?
Wu nda ii na	Your own is not there

When a possessive pronoun and nda occur without an overtly expressed possessed noun, nda can take the definite singular and plural markers, -i and -sia.

Nya ndɛi ve	Give me my own
Bi ndɛisia wumbu	Take your own

If, however, a noun is overtly expressed it takes the definite singular and plural markers.

Bi nda nyapoi ii loni a bie	Your own girl friend doesn't love you
Ngi nda huangaa ti mumungo	His own animals are small
Ti ti nda bɛlɛisia ho$_{nga}$	They have sewn their own trousers

Ngɛ Pronouns

The name Ngɛ derives from the contracted forms of subject pronouns and the irregular verb, nde (to say).

Subject Pronoun & Nde			Contracted form	
ngi	ndenilo	I said	ngɛ	I said
bi	"	you said	bɛ	you said
i	"	he said	yɛ	he/she said
mu	"	we said	mɛ	we said
wu	"	you said	wɛ	you said
ti	"	they said	tɛ	they said

Reflexive Pronouns

Reflexiveness is expressed by the word yekpe (self) which immediately follows the pronoun 'affected'.

Ngi nya yekpe ŋonanga	I have wounded myself
ɛ gbo ta yekpe ma	He doesn't help himself
Bi bi yekpe lo wɛɛma	You are deceiving yourself
Wu wu yekpe nyaninga	You have destroyed yourself.

Interrogative Pronouns

The interrogative pronouns are:

ye?	who?
gbɛ?	what?

Ye mia pɛɛ la?	Who is at the door?
Ye lo (or yeo)?	Who is it?
Gbɛ mia bi yeya?	What is that in your hand?
Gbɛ lo (gboo) are ji?	What is this?

Demonstrative Pronouns

There are two demonstrative pronouns - ji (this), na (that) and their plural forms jisia (these) and nasia (those).

Ji mɛ	Eat this
Na wili	Throw that
Jisia vawoi	Disturb these
Nasia tii gbekpeni	Those are not good
Na nyandeni ji ma	That is prettier than this
Jisia ti wovani nasia ma	These are older than those

Adjectives

Adjectives follow thenouns they qualify as gbaya and gutu, for example, do in the following sentences.

Numu gbaya ya a nge	I am not a strong person
Numu gutu mia	He is a short person

Adjectives in the language include

kuha	tall, long
kole	white
nyamu	ugly
nyande	beauty
kpekpe	good, kind
nina	new
nɔmi	green
kpolu	red
popo	light
baba	foolish, unserious
hawa	lazy
noho	dirty
ngova	old
sɔwɛsɛwɛ	clean
kpowa	mad
tɛli	black
baji	yellow
mini	heavy
nɛin	sweet
ŋona	bitter

When adjectives occur with a definite and/or plural noun, the definite and/or plural markers are suffixed to the adjective and not the noun.

Ndopo nyamui ya	The ugly child has gone

Pele gbitii loe	Brush the bushy road
Jo lo lumbe lulɛisia mema	Joe is eating the rotten oranges
Mita goweisia mawa	Wash the white spoons
Nyaha nyandegaa lo	These are pretty women
Nu wovangaa leke mia ti wani	Ony old people came.

The most frequently used adjectival form is the '-ngo form'.

nyandengo	he/she/it is beautiful
ninango	it is new
govango	it is old
tɛlingo	it is black
Mahɛi mamaningo	The chief is proud, arrogant
Nyapoi nyandengo	The woman is beautiful
Ndomɛi lɛingo	The shirt is wet

This -ngo form can take the definite singular and plural markers.

Kena kutungoi hanga	The short man has died
Baa ngengemo hawangoi na go	Don't give that lazy worker
Nika lilengoisia gbɛ	Drive the angry cows away

The '-ngo form' can also take the agentive singular and plural markers.

Masubamo mia a ngie	He is a dangerous person
Nyamublaa kpɛlɛ ti gbua	Let all ugly people go out
Hawablɛisia ti ndɛi mia	That belongs to the lazy people

To form the negative the adjectives take the suffix -ni.

Nyapoi ii nyandeni	The woman is not beautiful
Ndomɛi na ii nohoni	The shirt is not dirty
Ngii hawani	I am not lazy

The Habitual Form

-lo/lo is the habitual tense marker. Its grammatical distribution is not, however, fixed: it occurs as a verbal suffix when it directly follows a verb and as an independent lexical item in other positions.

Nga mɛhɛ mɛlo	I eat food
Nu gbi a mualo	Everybody washes
Modu a yiilo wa	Modu sleeps a lot
Ʌ kpaa lalo fo gbi	He makes a farm every year
Njɛi a wa a hami lo	It rains in the rainy season
Kolɛi a wa a ngevoe lo	The cold blows/comes in the dry season
Ʌ li ngengemɛi a gendeɨ lo	He goes to work in the morning
Ndopoisia ta loli a kpokoi lo	The children play in the evening

The Future Form

If a 'future element' is added to the verb to which -lo is suffixed, then the verb has a future reference.

Ma mbɛi mɛlo sina	We shall eat the rice tomorrow
Mahɛi a kpaa lalo vonu	The chief will make a farm next year
Ba lilo sina	You will go tomorrow
Nga walo ha	I will come today

The Progressive Form

-ma is the progressive marker.

Ta lo lima	He is going
Jɛnɛ lo kulɛi wama	Jene is washing the clothes
Majo lo kaama	Majoe is reading it.
Nja gbii lo vayama	The cloud is scattering

Related to -ma is -malo which is suffixed to a verb to emphasise and/or strongly confirm a present or future activity.

Ngi ndoi na gbi gbolimalo	I'm drinking/I'm going to drink all the rum
Yɛ i kpoyomalo sange	He said he will finish it soon
I nyanimalo	He's destroying it/will destroy it
Bi fendamalo kpa	You are filling/you are going to fill it to the brim

-ma and malo may occur together with the latter usually following the former to express a future activity.

Ngi wama limalo	I'm coming to go/I shall be going
Alifa wama bi lewemalo	Alpha will be coming to beat/ Alpha will be beating you
Kamo wama vamalo b; ma	Teacher will be coming to visit you/visiting you
Ngi wama limalo Pis Koo Ofisi hu	I am coming to go to the Peace Corps Office/I shall be going to the Peace Corps Office

The perfect form markers are the suffixes -nɛa and -ngalo

Ngi kpolo jani vendanga	I've filled the salt bottle
Kamo mɛhɛ mɛnga	Teacher has eaten
Mɔdu kpoyonga	Modu has finished
Bi nyɛi yelenga?	Have fried the fish?

-ngalo is an emphatic perfect marker i.e. it is used to emphasise the completion of an activity.

Ti nyaningalo	They have destroyed it
Sita glasi wolongalo	Sita has broken the glass
Abi yalo	Abi has gone
I kpatɛngalo	He has made it.

The Simple Past

The simple past is marked by the suffix -nilo

Miata kɛi yiɛilo	Miatta sweep
Pis Kooisia ti pɛlɛi loilo	The Peace Corps built the house
Ti linilo sukui hu	They went to the school
Ami vanilo ngi ma	Amie greeted him

Transitive and Intransitive Verbs

Transitive Verbs

Transitive verbs can be defined as verbs which occur with an object, overt or covert. The direct object, if present, precedes the verb. In, for example:

Sita lumbei wilinga	Sita has thrown the orange
Ti mbɛi majianga	They have sold the rice
Kamɔ ngi lewenga	Teacher has beaten him
I nja lowɛi bonga	He has dug a well

the verbs wilinga, majianga, lewenga and bonga are all preceded by objects, and it can be seen that they all, but one (majianga which has an unmutable initial consonant), have mutated initial consonants. But in the following sentences the verbs have unmutated initial consonants because the objects are not expressed. The understood object is the third person singular pronoun 'it'.

I ndonga pɛlɛi woma	He has left (it) behind the house
Mahɛi tewenga	The chief has decided/cut(it)
Mui pilini	We did not throw (it)
Mami fendanilo	Mamie filled (it)

Intransitive Verbs

Intransitive verbs do not occur with objects, as in, for example, the following sentences.

I longa lumui hu	He remained the room
Ngi windɛnga	I have jumped

Some verbs may or may not occur with mutated initial consonants. When they occur with unmutated initial consonants they behave transitively i.e. the direct object is understood even if not overtly present, but when they occur with mutated initial consonants they behave intransitively. In, for example:

(a) Nga fɛmbɛlɛ	I'll swing it/I swing (it)
A kotolo	He will bend (it)
Kpana potenga	Kpana has turned (it)
Musu pindɛnga	Musu has jumped (it)
Nga vɛmbɛlɛ	I swing
A gotolo	He bends/stoops
Kpana wotenga	Kpana has turned
Musu windɛnga	Musu has jumped

The verbs have mutated initial consonants and behave like intransitive verbs.

The Imperative Form

For the singular imperative form only the stem of the verb is used. If an object is unexpressed the verb has a mutated initial consonant; otherwise it has an unmutated initial consonant. In, example (a) the verbs have mutated initial consonants because no objects are present or implied.

(a)	lɛ	go up
	wa	come
	li	go
	la	lie down

But in example (b) the verbs have unmutated initial consonants because the objects are understood.

(b)	fɛnda	fill it
	njoyo	send it

nɔ	ngatɛ	set it (trap)
	koto	bend it

Verbs of Posture

In English Majoe is standing refers both to the act and state of standing. In Mende these are expressed differently. The state is marked by the suffix - ni and the act by the suffix -ma (cf. p)

Somusu lɔ loma	Somusu is standing (act)
Somusu lɔ loni	Somusu is standing (state)
Nyaa hema	I'm sitting (act)
Nyaa heni	I'm sitting (state)
Taa wɛlɛni	He is bowing down (state
Taa wɛlɛma	He is bowing down (act)
Ndoi lɔ lama	The child is lying down (act)
Ndoi lɔ lani	The child is lying down (state)

Adverbs

Adverbs generally occur in postverbal and initial positions.

(a)	Li floflo	Go quickly
	Baa jia yɛlɛn	Don't walk slowly
	Wa siahuna	Come now
(b)	Na lo ngi lini na	It is there I want
	Bendo mia ba pie na	It is here you have to do it
	Ha lo i waa	It is today he came

It can be seen from example (b) that adverbs that occur in initial positions are (generally) adverbs of place and time.

Below is a list of more adverbs.

kaka	quickly
ngaungaun	arrogantly, proudly
panda	cautiously, carefully
lombolo	sluggishly
lɛlɛ	slowly
mbe	here
sina	tomorrow
sange	soon
baba	foolishly

Ideophones

Ideophones are adverbs mostly of degree and manner whose sound suggest their meaning. Very few ideophones can be said to have any English equivalents and no English translation can give the sound effect which is one of their most distinguishing features. Unlike most of the other adverbs ideophones always follow their governing verbs.

I ngeyei lewenilo kpe	He cut the rope . . .
Fendogo kpa	It is absolutely full
Ngi mɛnga gao	I have eateneeverything/I have eaten it up
I kpoilo gbinyo	He drank it ....
Gulii gulanilo gbuŋ	The tree fell .....

In the above examples kpe, kpa, gao, gbinyo and gbuŋ are ideophones. Kpe means cutting something with sharp instrument in one clear, clean sweep; gao does not only mean eating everything, but also eating it greedily, gbinyo is the sound produced by forcing a lump of food through the throat and gbuŋ is the falling sound of, say, a big tree.

Here are some more ideophones:

dauŋ	very bright
gbeleiŋ	sound like that of a bell
polong	far, very far
gba	widely (open)

Interrogative Adverbs

mi/mido	where
migbe	when
lolɛ	how
gbɛi	why

Mi/mindo mia bi lima na?	Where are you going?
Migbe mia bi wani ndaloi ji hu?	When did you come to this country?
Lolɛ mia bi mɛni	How many did you eat?
Gbei bi ngi hooni?	Why did you stone him?

Postpositions and Prepositions

Postpositions generally occur after nouns, pronouns, nominal phrases and verbs, whereas prepositions occur before them.

Postpositions

In the following sample sentences the postpositions occur in final positions vis-a-vis after nouns and pronouns.

Sɛlɛi la tebii ma	Put the banana on the table
Taa pɛɛ woma	It is behind the house
Nda nya gulo	Put it infront of me
Too ngi yakama	Place/stand it by his side

Here are some more postpositions:

gblanga	near
kohu	inside
mahu	top
nda	at
mbu	in, into, under
wɛ	for
nduahu	between,
ndia	between, among
nga	at, in, from
hu	in, from, to

Bu and hu deserve special attention because they have several semantic equivalents in English, depending on the context in which they occur. For example:

(a)	Tia lo kpaa hu	They are in the farm
	Sao gbuaa kpaa hu lo	Sao has come from the farm
	Mu li kpaa hu	Let us go to the farm

show that hu is roughly equivalent to 'in', 'from' and 'to' depending on grammatical context.

(b)	Nya nyahɛi lo pɛlɛi bu	My wife is in the house
	Baa li la pɛlɛi bu	Don't take it into the house
	Ngi gbɛ pɛlɛi bu	Drive him from the house
	Kalii lo gbembei bu	The snake is under the board

It can be seen that bu can mean 'in', 'into', 'from' and under depending, of course, on grammatical context.

Prepositions

Only two prepositions are known - 'a' which roughly means 'with' and kɛleke which means 'except'. Of the two 'a' has a much wider distribution.

(a) it is used instrumentally

Mɛ a loko	Eat with hand
Tewe a mbowɛi	Cut it with the knife
Ndala a kpaya	Draw it with strength

(b) it introduces the object after certain verbs

Ti wanilo a mɛhɛ	They brought the food
I linilo a ngi navoe	He went with his money

(c) it introduces dependent verbs

I gbenilo a piela	He stopped doing it
I totonga a woola	He has started crying
Gbe a yɛɛla	Stop laughing

(d) it introduces 'a-pronoun' (cf. p. 90)

Tii loni a bie	They don't like you
Baa la a ngie	Don't believe him
Nya longo a tie	I like them

Kɛleke occurs in sentences such as the following:

Mu kpɛlɛ mu linilo kɛleke Jon	We all went except John
Ngɛ pie kɛleke bi nya pawa	I can't do it except you pay me

The Negative Forms

There are two negative particles ya and ii (cf. p. 107), and they occur in structures such as:

(a)	Kenya ii lini suku	Uncle didn't go to school
	Ndopoi ii nyamuni	The child is not ugly
	Ngii mbɛi mɛni	I did not eat the rice
	Jumbu ii nya ma	I don't have sin
	Mbogbɛi ii houni	The cutlass is not sharp

It can be seen that ii precedes the verb it occurs with

ya is normally followed by the preposition a with which it can be contracted to form yaa.

Nu yekpe yaa nge	I'm not a good person
Nu nyamu yaa tie	They are not bad people
I yaa wani lɛ	He hasn't come yet
Humamo yaa Jo	Joe is not a thief

The Particles Lo, Mia ani Le

Although these particles have some grammatical distribution in common they nevertheless have individual characteristics.

1. Emphatic Function

One of the functions of these particles is to positively emphasise. In the following sentences, for example, the subjects are emphasised by these particles.

Nya le ngi pieni	I did it (nya emphasised)
Ye mia wanga	It is mother who has come (ye emphasised)
Jo lo wani	It was Joe who came (Jo emphasised)

Le is more emphatic and has a slightly different semantic implications. Mia suggests distance away from the speaker whilst lo nearness. Le does not suggest either but it connotes stronger emphasis than the others. In the following sentences mia and lo can follow ye and nya, but le is preferred because the speaker wishes to give an emphatic response that cannot be expressed by lo and mia.

Ye mia wanga?	Is it mother that has come?
M, ta le	Yes, it is she
Yo pɛlɛi la?	Who is at the door?
Nya le	I

Le occurs with stative verbs to emphasise them. The 'l' is, however, normally elided and the two words contracted.

Nyandegoe (for nyandengo le)	She is beautiful
Kutungoe (for kutungo le)	It is short
Kowengoe (for kowengo le)	It is white

Reduplicated Forms

Reduplication affects verbs, adjectives and nouns.

Verbs

Verbs are reduplicated in order to intensify for indicate repeated action. Reduplicated verbs have the same grammatical distribution as their single forms and their second part has the same initial consonant.

Single Forms		Reduplicated Forms
tewe	cut	tewetewe
mbla	tear	mblambla
pote	turn	potɔpote
faya	scatter	fayafaya
pili	throw	pilipili

Some adjectives are reduplicated as intensifying device.

Single Form		Reduplicated Forms
nyande	beautiful	nyandenyande
noho	dirty	nohonoho
nyamu	ugly	nyamunyamu

Numerals (cf.)

ngila	one	ngilangila
sawa	three	sawasawa
puu	ten	puupuu
fele	two	felefele

Adverbs

flo	quickly	fluflo
ble		bleŋbleŋ
yɛlɛn	slowly	yɛlɛnyɛlɛn